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ABSTRACT

During 1972 Worldwide Education and Research Institute conducted a statewide needs assessment in Alaska. Initially more than 2,000 Alaskans responded to an extensive questionnaire or interview about the State's schools. After gathering the data, 9 groups of representative Alaskans were convened for documenting and validating critical educational concerns. These groups were convened according to geographic region or selected ethnic grouping. The study consisted of: critical educational needs in Alaska; analysis of educational concerns; working papers for an operational philosophy of education; goals and objectives; next steps to be taken; critical educational needs of the Anchorage, Fairbanks, Juneau, and Bethel regions; and critical educational needs of the Tlingits, Eskimos, Athabascan Indians, and Aleuts. The educational needs for the various regions and ethnic groups were described for learner needs, identification of the target group of learners, criteria, criticality of need, consistent level of generality, and maximum time allowable. (TS)

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# ALASKA

## EDUCATIONAL NEEDS OF ALASKA A SUMMARY BY REGION AND BY ETHNIC GROUP 1972-73

RC007835

Worldwide
EDUCATION AND RESEARCH
institute
Salt Lake City, Utah

PREFACE

Grateful acknowledgement is extended to all of the participants in this study. Initially there were more than two thousand Alaskans who responded to an extensive questionnaire or interview about the schools in the State. Following the gathering of these data, nine separate groups of representative Alaskans were convened for processing various educational concerns into either discard defer, or critical categories, and then documenting and validating the latter. These groups were convened according to geographic region or according to selected ethnic grouping. Obviously not all of the ethnic, and regional groups could be represented at the conferences where the concerns were analyzed. Nor is there any guarantee that the persons convened for the concerns analysis were truly representative of the ethnic group or region represented. Worldwide simply did the best it could to gather the most representative persons available at the time.

Sincere appreciation is also expressed to the State Board of Education for its review and suggestions and to the State Department of Education for its cooperation, patience, and assistance. Gratitude is especially extended to Department staff members Mr. Ernest Polley, Coordinator of Planning, Research and Information and to Mr. Ron Beddard, Coordinator of title III E.S.E.A.

The needs validated for the four regions are reported herein. It is sincerely hoped that the identification of these critical educational needs can serve as a useful tool in providing a constructive thrust forward for Alaskan education and for school accountability.

-- Jefferson N. Eastmond
President
WORLDWIDE EDUCATION & RESEARCH INSTITUTE
JULY 1973

# I. INTRODUCTION

During the calendar year 1972, WORLDWIDE EDUCATION AND RESEARCH INSTITUTE conducted a statewide needs assessment in Alaska. The study was comprised of the following components.

STATEWIDE:

1. Critical Needs of Education in Alaska
2. Analysis of Educational Concerns in Alaska
3. Working Papars for an Operational Philosophy of Education in Alaska
4. Goals and Objectives for Alaskan Education
5. Next Steps to be Taken from the Alaska Needs Asseessment in Education

REGIONS:

1. Critical Education Needs of the Anchorage Region
2. Critical Education Needs of the Fairbanks Region
3. Critical Education Needs of the Juneau Region
4. Critical Education Needs of the Bethel Region

ETHNIC STUDIES:

1. Critical Education Needs of the Tlingit
2. Critical Education Needs of the Eskimo (Seward Peninsula)
3. Critical Education Needs of the Athabascan Indians
4. Critical Education Needs of the Aleuts of Kodiak

In an effort to digest and make available the more significant elements of these studies, this summary of needs from each region on each ethnic group is being published and disseminated widely.

It is hoped that these statewide, regional and ethnic studies may serve as models for local school districts and villages. Each local district should conduct its own needs assessment, and this can provide a sound basis for short-term and long-range planning in the district. It is to this end that these studies have been conducted and published.

The Needs Assessment Committee for each region and each selected ethnic group was charged with the responsibility of considering all educational concerns within the area where they mostly reside and then determining which of these represented valid educational needs. Designing a statement of educational need, however, was no simple task. A series of criteria were consequently provided to the committee members to assist them with their challenging assignment.

## I. CRITERIA FOR A VALIDATED NEED

In designing a statement of valid educational need, it is difficult to meet all optimum criteria. However, in long-range perspective, defining such validated needs correctly makes them more useful in educational planning and allows for more creative solutions in resolving them. By way of guidelines, the following characteristics are held to be desirable in any statement of valid educational need:

A. Focus on Learner Needs: Do not focus on institutional needs which are dealt with when planning solutions.

B. Identify Target Groups of Learners: Include the identifying characteristics of the learners with the need, how many, and where located, etc.

C. Criterion: Include explicit criteria for judging:

(a) the status currently in relation to the need.

(b) progress toward resolving the need.

(c) eventual satisfaction of the need.

D. Criticality of Need: Determine an index of importance in order to set priorities. This index should stem from judgments about the desirability of resolving the need or at least reducing it. The following scale is recommended:

1. Extremely critical
2. Critical
3. Important
4. Not critical
5. Undecided

E. Consistent Level of Generality: Limit the level of generality supplied by the need statement to the appropriate jurisdictional level involved in the decision-making process. Thus, a local school should not identify state-level, regional-level, or even district-level needs.

F. Maximum Time Allowable: Specify the target date when the need must be satisfied.

F. Maximum Time Allowable: Specify the target date when the need must be satisfied.

Two additional, but optional, criteria were provided:

G. Suggested Solutions: Identify clearly any promising solutions that might resolve the need but submit these proposals as suggestions only under "Values."

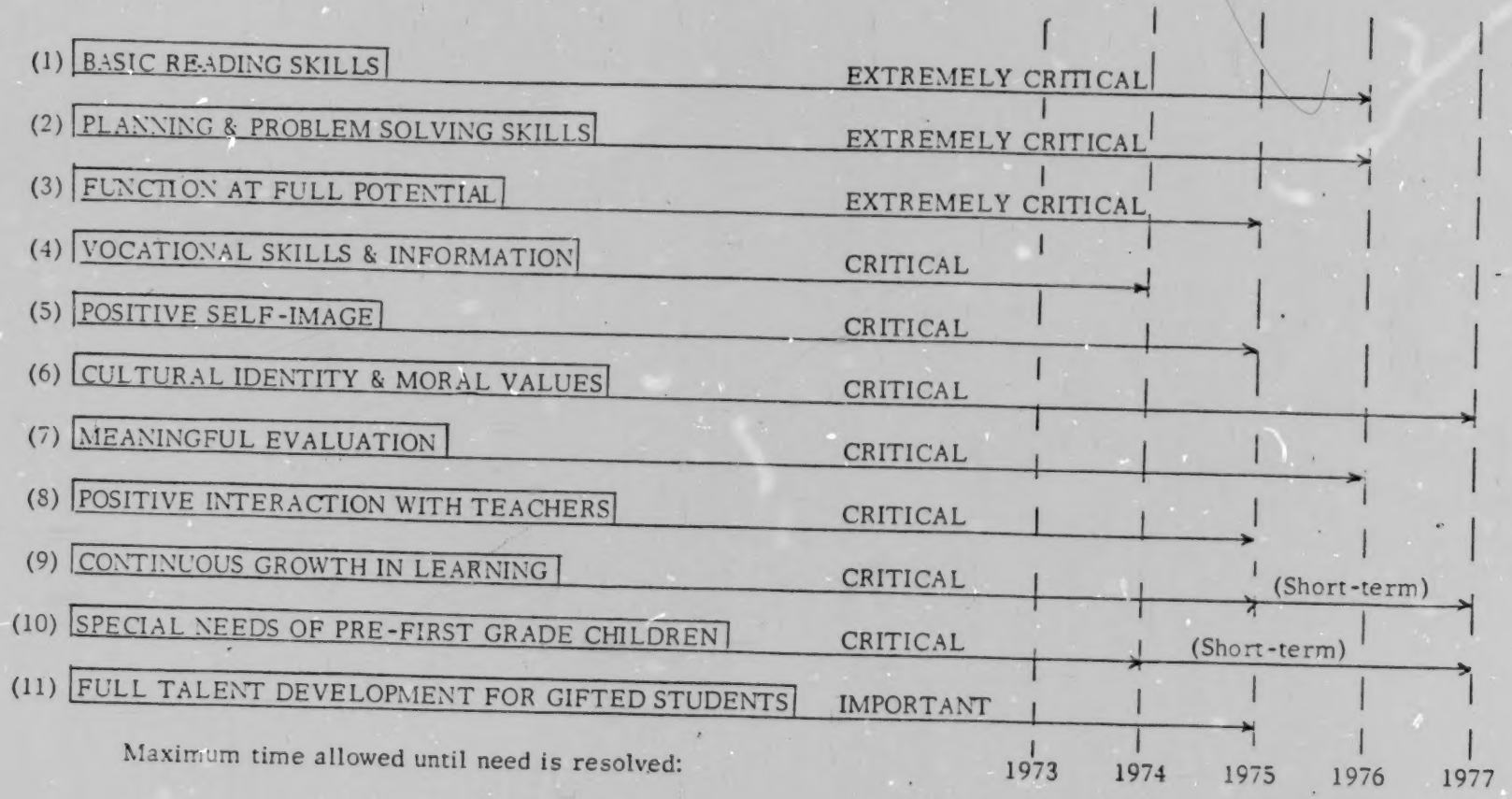
H. Required Resources and Fund Commitments: Identify the probable costs in relationship to possible benefits to assist in providing parameters for need resolution.

## II. A SUMMARY OF EDUCATIONAL NEEDS IDENTIFIED IN THE VARIOUS REGIONS.

### A. NEEDS VALIDATED IN THE ANCHORAGE REGION

Using the concerns identified in the three opinion studies for the region and any other concerns identified by members of the regional Needs Assessment Committee, a priority was established for their individual consideration. As each concern was considered and analyzed, those which were found to represent valid educational needs were carefully defined in terms of the foregoing criteria. A listing of these needs for Anchorage is presented and summarized in chart form in Figure 1 on the following page.

Figure 1. VALIDATED NEEDS WITH CRITICALITY AND TARGET DATES FOR THE ANCHORAGE REGION, ALASKA, 1972



1. BASIC READING SKILLS.

Learner need: Youngsters need to learn basic reading skills in the elementary grades.

Target Population: All students, K-6, except those determined to need special services. (The major thrust of the preventative instructional program should be grades K-3.)

Criterion: This need will have been resolved when:

(a) 75% of the students (excluding those needing special services) in the last two months of their third grade experience are reading at or above grade level as measured by a national, standardized achievement test;

(b) all of the kindergarten and first grade teachers report that students with special reading problems are identified early and receive prompt assistance;

(c) 90% of the elementary school teachers have completed an in-service program in methods of teaching reading.

Criticality: Extremely Critical (1).

Date need is to be resolved: June 1, 1976.

2. PLANNING AND PROBLEM SOLVING SKILLS

Learner need: Students need to develop planning and problem solving skills and to use them responsibly.

Target population: All students, K-12.

Criterion: This need will be resolved when:

(a) 80% of all students score at or above the 50th percentile on a standardized test which measures problem solving ability;

(b) at least 80% of the teachers report they are using inquiry, open-discussion methods, inductive and deductive approaches, brainstorming, etc., as part of regular classroom procedures;

(c) at least 70% of high school seniors feel they have been taught to plan and solve problems by their teachers.

Criticality: Extremely critical (1).

Date need is to be resolved: June 1, 1976.

3. FUNCTION AT FULL POTENTIAL AND ADJUST TO BOUNDARIES SET BY SOCIETY

Learner need: Students need to function at their full potential and to adjust to the boundaries set by society.

Target population: All students, K-12.

Criterion: This need will be resolved when:

(a) the quality of the counseling program has been significantly improved to the point where at least 80% of teachers, administrators, students, and parents feel that the program is usually successful or better.

(b) counselors are relieved of non-counseling duties and are given adequate clerical help as judged by the counselors themselves;

(c) programs extending social and psychological services to elementary school children have been established and are functioning well as measured by the opinions of at least 80% of the teachers, administrators, students, and parents;

(d) the position of ombudsman has been established in every secondary school and is being used by the students as measured by the frequency of student contacts;

(e) there has been a 25% decrease in the number of school dropouts, a 25% decrease in the truancy rate, a 25% increase in the percent of students actually graduating and a 10% increase in academic achievement as measured by standardized achievement tests.

Criticality: Extremely critical (1).

Date need is to be resolved: June 1, 1975.

4. VOCATIONAL SKILLS AND INFORMATION

Learner need: Students need to acquire vocational and avocational skills and to learn about vocational opportunities in Alaska and in modern American society.

Target population: All students, K-12 (exposure for elementary students; exploration for junior high students; and experience for senior high students).

Criterion: This need will be resolved when:

(a) an expanded vocational education program emphasizing exposure for elementary students, exploration for junior high students, and actual experience for senior high students has been established in Anchorage Schools;

(b) an evaluation of this program by experts in vocational education judges the program to be successful.

(c) students have developed at least one job-entry skill and have identified a general area of vocational interest by graduation from high school;

(d) at least 90% of graduating seniors polled indicate that they feel the vocational education program has been successful.

Criticality: Critical (2).

Date need is to be resolved: June 1, 1974.

5. POSITIVE SELF-IMAGE

Learner need: Students need to develop a positive self-image in order to have more productive and satisfying lives.

Target population. All students, especially those who are mentally and physically handicapped, socially and educationally disadvantaged, or those who come from low income and minority group homes.

Criterion: This need will be resolved when:

(a) at least 90% of all students show marked positive improvement on a test of self image in comparison with baseline data which should be collected as quickly as possible;

(b) a reasonable number of native teachers and teacher aides have been employed by the Anchorage schools and/or white teachers have been trained in native language skills to conduct bilingual educational programs in kindergarten and primary grades for native youngsters;

(c) all teachers in the school district have been involved in in-service training programs regarding methods of building healthy self images in youngsters.

Criticality: Critical (2).

Date need is to be resolved: June 1, 1975.

## 6. CULTURAL IDENTITY AND MORAL VALUES

Learner Need: Young people need love, a sense of personal worth, personal and cultural identity, moral and ethical values, traits of self-discipline and self-responsibility, and a protective attitude towards the environment. They also need to be better prepared for responsible adult living.

Target population: All students, K-12.

Criterion: This need will be resolved when:

(a) at least 80% of the teachers report that nearly all the youngsters in their care have love, a sense of personal worth, and a sense of personal and cultural identity;

(b) at least 80% of the teachers report that they treat youngsters and that most young people treat each other with kindness and warmth and that they are able to live and work together in an atmosphere of appreciation for each other;

(c) at least 80% of the teachers report that nearly all youngsters have developed a protective attitude towards the environment;

(d) at least 80% of the teachers report that most youngsters have developed the traits of self-discipline and self-responsibility;

(e) a position paper has been developed by the State Department of Education on ways of better preparing youngsters for responsible adult living.

Criticality: Critical (2).

Date need is to be resolved: June 1, 1977.

## 7. MEANINGFUL EVALUATION

Learner need: Students need to be evaluated individually, yet realistically in meaningful ways, to help them identify areas of competence and areas which need special developmental emphasis.

Target population: All students, K-12.

Criterion: This need will be resolved when:

(a) a comprehensive testing program has been initiated on a continuing basis;

(b) students are evaluated in the areas of personal, social, and ethical development as well as in the area of academic accomplishment;

(c) standardized tests free of cultural bias have been identified or developed and are in use;

(d) teachers are acquainted with and are using the criterion-referenced evaluation techniques associated with behavioral objectives;

(e) the practice of giving letter grades has been replaced with a method which permits each youngster to be evaluated in terms of his individual needs and individual achievement.

Criticality: Critical (2).

Date need is to be resolved: June 1, 1976.

## 8. POSITIVE INTERACTION WITH TEACHERS

Learner need: Students need to develop to the full range of their potential. They need assistance in reaching this goal from dedicated and effective teachers with whom they can relate and who draw them to the subject rather than move them away.

Target population: All youngsters, K-12.

Criterion: This need will be resolved when:

(a) there is a 20% reduction in the truancy rate;

(b) there is a 20% decrease in the drop-out rate;

(c) there is a 20% increase in academic achievement as measured by standardized achievement tests;

(d) at least 80% of all students are pleased with their teachers and the curriculum offered by the school as measured by opinionnaire responses.

Criticality: Critical (2).

Date need is to be resolved: June 1, 1975

9. CONTINUOUS GROWTH IN LEARNING

Learner need: Students need to develop in an efficient manner their individual talents to their full potential without the fear of failure. They also need a continuous growth pattern with a minimum of stops and starts.

Target population: All students, K-12 (short range goal is to have one individualized classroom in each school to serve as a model for the other teachers.)

Criterion: This need will be resolved when:

(a) a full-scale program of individualized, personalized instruction involving diagnostic, prescriptive, and evaluative techniques has been established in every school in the Anchorage School District; (or in the short-term, at least one individualized classroom has been established in every school);

(b) all teachers concerned have received adequate in-service training in the procedures involved in individualized, personalized instruction;

(c) a teacher aide and adequate supplies and equipment (as judged by the teachers themselves) have been provided for all individualized classrooms.

Criticality: Critical (2).

Date need is to be resolved: Long term: June 1, 1977.
Short term: June 1, 1975.

## 10. SPECIAL NEEDS OF PRE-FIRST GRADE CHILDREN

Learner need: Pre-first grade children have special needs to be met.

Target Population: All three, four, and five year old children. (First priority should be given to the children of socially, culturally, and economically deprived families.)

Criterion: This need will be resolved when:

(a) The State Department of Education publishes a position paper on early childhood education;

(b) the State legislature funds a state-wide program of early childhood education;

(c) a state-wide standard is developed and enforced regulating conditions in all day-care centers, private nurseries, etc.;

(d) at least 80% of the early childhood educators feel good about the early childhood education programs established as measured by opinionnaire.

Criticality: Critical (2).

Date need is to be resolved: For criteria a, b, and c: June 1, 1974.
For criterion d: June 1, 1977.

## 11. FULL TALENT DEVELOPMENT FOR GIFTED STUDENTS

Learner need: Gifted students need to develop their special talents and abilities.

Target population: All learners classified as gifted.

Criterion: This need will be resolved when:

(a) a full-scale program of individualized instruction has been established in every school which permits the gifted students to proceed at a faster pace than the average students;

(b) a special program for the gifted students has also been established in every school;

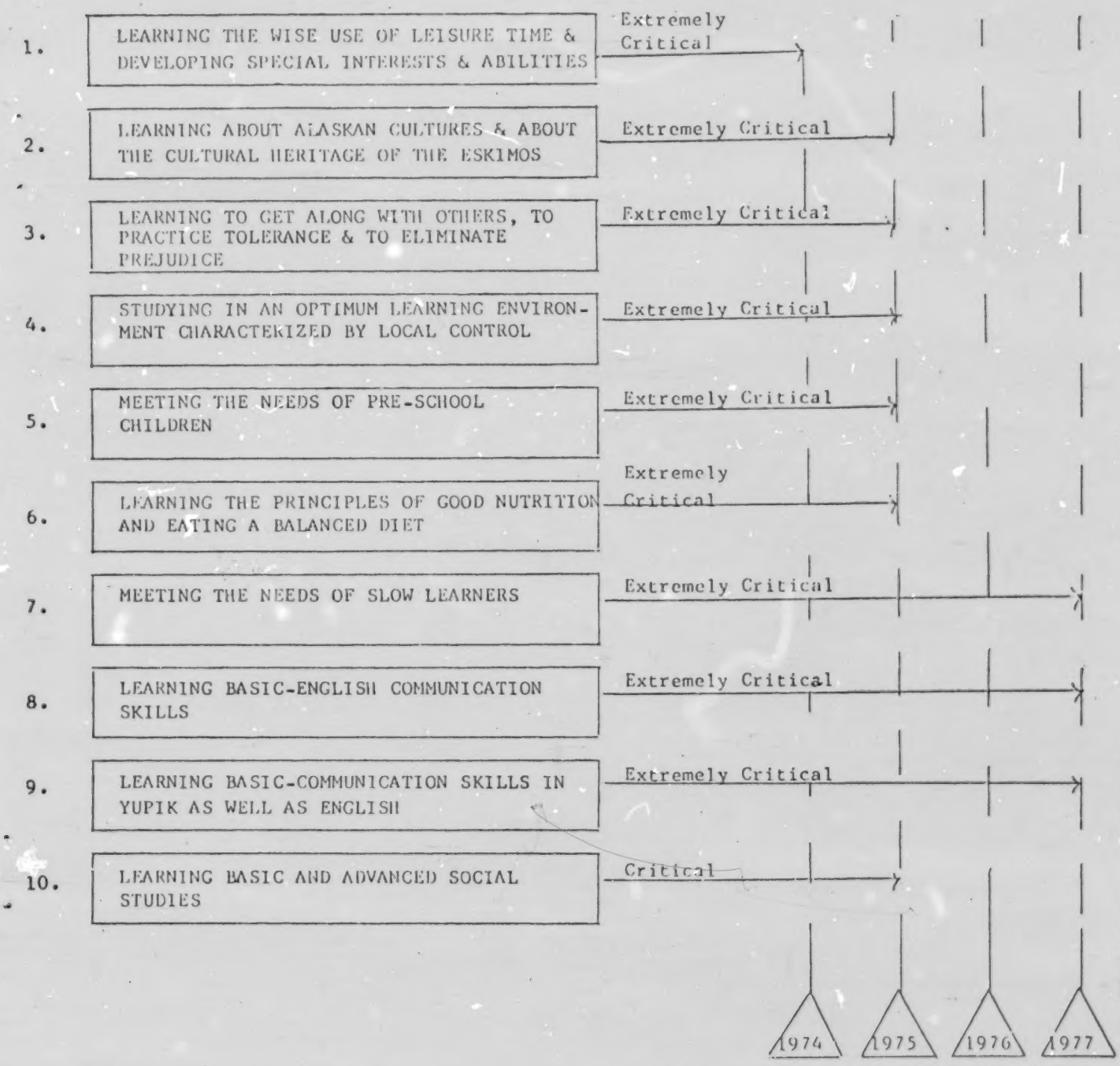
(c) a coordinator for the gifted program has been hired by the Anchorage School District and has been provided the needed leadership and program coordination;

(d) the program for the gifted has been evaluated positively by a group of experts.

Criticality: Important, but not critical (3).

Date need is to be resolved: June 1, 1975.

Figure 1. Validated Learner Needs with Indicated Criticality and Target Dates for the Bethel Region, State of Alaska


Validated Needs
1. LEARNING THE WISE USE OF LEISURE TIME & DEVELOPING SPECIAL INTERESTS & ABILITIES
Extremely Critical
2. LEARNING ABOUT ALASKAN CULTURES & ABOUT THE CULTURAL HERITAGE OF THE ESKIMOS
Extremely Critical
3. LEARNING TO GET ALONG WITH OTHERS, TO PRACTICE TOLERANCE & TO ELIMINATE PREJUDICE
Extremely Critical
4. STUDYING IN AN OPTIMUM LEARNING ENVIRONMENT CHARACTERIZED BY LOCAL CONTROL
Extremely Critical
5. MEETING THE NEEDS OF PRE-SCHOOL CHILDREN
Extremely Critical
6. LEARNING THE PRINCIPLES OF GOOD NUTRITION AND EATING A BALANCED DIET
Extremely Critical
7. MEETING THE NEEDS OF SLOW LEARNERS
Extremely Critical
8. LEARNING BASIC-ENGLISH COMMUNICATION SKILLS
Extremely Critical
9. LEARNING BASIC-COMMUNICATION SKILLS IN YUPIK AS WELL AS ENGLISH
Extremely Critical
10. LEARNING BASIC AND ADVANCED SOCIAL STUDIES
Critical
1974
1975
1976
1977
Maximum time allowed until need is resolved

## B. NEEDS OF THE BETHEL REGION

### 1. LEARNING THE WISE USE OF LEISURE TIME AND DEVELOPING SPECIAL INTERESTS AND ABILITIES

Learner Need: Students need to learn the wise use of leisure time and to be encouraged to pursue special interests and abilities.

Target Population: All students, K-12, but especially the Eskimo students.

Criteria: This need will be resolved when:

(a) The current extra-curricular activity program has been broadened and enriched, especially the non-sports-related activities;

(b) Almost all teachers (at least 90%) have been actively involved in the extra-curricular program as coordinators, supervisors, advisors, instructors of "quest" groups or "mini-courses," etc.;

(c) More homework (at least 25% more) of a useful nature has been regularly assigned by the teachers including library-related study;

(d) At least 80% of the parents, citizens, teachers, administrators, and students, when surveyed randomly, have indicated that the students are not wasting much of their leisure time and that the number of activities and homework assignments is about right.

Criticality: This need is considered to be EXTREMELY CRITICAL (1).

Time Frame: This need should be resolved prior to September 1, 1974.

2. LEARNING ABOUT THE CULTURES OF ALASKA AND ABOUT THE CULTURAL HERITAGE OF THE ESKIMOS

Learner Need: Students need to learn about various Alaskan cultures and about their own cultural heritage.

Target Population: All students, K-12, but especially the Eskimo students.

Criteria: This need will be resolved when:

(a) A special program to teach about Eskimo and other Alaskan cultures has been designed and implemented in the Bethel-area schools;

(b) The teachers assigned to teach in this program have received suitable pre-service or in-service training;

(c) Adequate teaching materials and audio-visual aids have been purchased and/or produced locally;

(d) The major portions of this program have been required of all Eskimo students in the Bethel area;

(e) At least 80% of local parents, citizens, teachers, school administrators, and students, when surveyed randomly, have expressed the belief that the new program is relatively successful.

Criticality: This need is considered to be EXTREMELY CRITICAL (1).

Time Frame: This need should be resolved prior to September 1, 1975.

3. LEARNING TO GET ALONG WITH OTHERS, TO PRACTICE TOLERANCE, AND TO ELIMINATE PREJUDICE.

Learner Need: Students need to learn to get along with others, to practice tolerance, and to eliminate prejudice.

Target Population: All students, K-12.

Criteria: This need will be resolved when:

(a) A supervised school-activity program designed to mix the students and to train them socially has been introduced at both the elementary and secondary levels;

(b) Children of the same age, with only a few exceptions, have been grouped together for individualized instruction;

(c) The use of alcohol by the students has been controlled and eliminated as much as possible;

(d) At least 80% of the parents, citizens, teachers, administrators, and students, when surveyed randomly, have expressed the belief that students are better able than before to get along well with each other and with the adults in the community.

Criticality: This need is judged to be EXTREMELY CRITICAL (1).

Time Frame: This need should be resolved prior to September 1, 1975.

4. STUDYING IN AN OPTIMUM LEARNING ENVIRONMENT CHARACTERIZED BY LOCAL CONTROL

Learner Need: Students need to study in an optimum learning environment characterized by a local school board (s) which is functional and fully responsible for public education in the Bethel region.

Target Population: All students, K-12.

Criteria: This need will be resolved when:

(a) A unified school board, or seperate school boards for each school, have been given full and complete responsibility for the schools in the Bethel region;

(b) School-board members have employed their own professional superintendent to advise them in the determination of policy for the Bethel Schools;

(c) Those in charge of disbursing funds to the new Bethel School District have recognized the difficulties of raising money locally and have adjusted the formula for granting financial aid to Bethel so that more money, proportionately, is allowed than would be reserved for Anchorage or Fairbanks.

Criticality: This need is considered to be EXTREMELY CRITICAL (1).

Time Frame: This need should be resolved prior to September 1, 1975.

5. MEETING THE NEEDS OF PRE-SCHOOL CHILDREN

Learner Need: Pre-school children have special needs to be met.

Target Population: All pre-school children, especially Eskimo youngsters.

Criteria: This need will be resolved when:

(a) A regular, on-going "Head Start" program has been established in Bethel;

(b) "Head Start" programs have been established in every village of sufficient size in the Bethel area;

(c) The "Head Start" programs have enrolled all of the children who are eligible;

(d) A committee of parents, citizens, teachers, and school administrators has examined the various "Head Start" programs and has found them to be adequate.

Criticality: This need is considered to be EXTREMELY CRITICAL (1).

Time Frame: This need should be resolved prior to September 1, 1975.

6. LEARNING THE PRINCIPLES OF GOOD NUTRITION AND EATING A BALANCED DIET

Learner Need: Students need to learn the principles of good nutrition and to eat a balanced diet.

Target Population: All students, K-12, but especially the Eskimo students.

Criteria: This need will be resolved when:

(a) Ways have been found at the State level to obtain and provide more native foods including wild game and fish on an occasional basis (at least a 1,000% increase over current levels) for the school-lunch program;

(b) School-lunch personnel in the Bethel area have received special training in methods of food preparation common to Eskimo homes and have been taught to prepare some favorite local recipes using ingredients that will most likely be available;

(c) The candy and pop machines at the Bethel High School have been removed or their use drastically curtailed (at least a 75% reduction);

(d) Studies of the menus used by the school-lunch program have been made by nutritional experts and the results have been used to improve the nutritional balance of the meals served in the school-lunch program;

(e) At least 80% of the local parents, citizens, teachers, school administrators, and students, when surveyed randomly, have expressed the belief that the improved school-lunch program is reasonably successful.

Criticality: This need is judged to be EXTREMELY CRITICAL (1).

Time Frame: This need should be resolved prior to September 1, 1975.

7. MEETING THE NEEDS OF SLOW LEARNERS

Learner Need: Students who are slower than average need to learn at their optimal rate and to have remedial teaching as required to achieve to the full limits of their potential.

Target Population: All students classified as slow learners, K-12.

Criteria: This need will be resolved when:

(a) All teachers have been trained in using individualized approaches to learning which allows students--slow, average, and gifted--to progress at their own rates;

(b) Materials designed for individualized-instructional approaches have been obtained in sufficient quantities (as judged by the teachers themselves);

(c) The special primary-grade programs have been expanded to the upper elementary and middle-school grades;

(d) The special ninth-grade program has also been expanded and the exit standards raised;

(e) At least 80% of the parents, citizens, teachers, administrators, and students, when surveyed randomly, have expressed their satisfaction with the efforts being made in behalf of the slow learners.

Criticality: This need is judged to be EXTREMELY CRITICAL (1).

Time Frame: This need should be resolved prior to September 1, 1977. (However, criterion (c) and criterion (d) should be resolved prior to September 1, 1975.)

8. LEARNING BASIC-ENGLISH COMMUNICATION SKILLS

Learner Need: Students need to learn basic English-communication skills.

Target Population: All students, K-12, especially the native Eskimo students.

Criteria: This need will be resolved when:

(a) The test scores of Bethel High School seniors has been improved at least 25% as compared with present scores for seniors on the Test of Academic Progress (or some comparable test with scores for seniors already available);

(b) The Federally-funded program to provide remedial instruction in English and mathematics to all 9th graders has been expanded to include 10th graders, with the exit standards raised proportionately;

(c) The bilingual program has been enlarged to include the grades not already in the program at the Bethel Elementary School and has also been established in the village elementary schools under S.O.S. control;

(d) All schools have been provided libraries after a fashion and the Bethel High School Library has been dramatically improved to conform to accepted library standards in urban areas;

(e) A program to teach English using Yupik as the vehicle has been prepared and broadcast periodically over the local radio station.

Criticality: This need is judged to be EXTREMELY CRITICAL (1).

Time Frame: This need should be resolved prior to September 1, 1977. (However, some significant progress should be made toward resolving this need prior to September 1, 1975.)

9. LEARNING BASIC-COMMUNICATION SKILLS IN YUPIK AS WELL AS ENGLISH

Learner Need: Eskimo students need to learn basic communication skills, both oral and written, in their first language, Yupik, as well as in their second language, English.

Target Population: All Eskimo students, K-12.

11. DEVELOPING MORAL AND ETHICAL VALUES AND BEHAVING RESPONSIBLY

Learner Need: Students need to develop appropriate moral and ethical values and to behave responsibly.

Target Population: All students, K-12, but especially the Eskimo students.

Criteria: This need will be resolved when:

(a) A group of Eskimo leaders and educated Eskimos have helped to identify the acceptable moral and ethcial values which should be taught to Eskimo students and to define what is meant by "responsible behavior" as it pertains to Eskimo students;

(b) These values have been included in the school's curriculum in a systematic manner and the teachers have been urged to reinforce these values in the daily, in-school behaviors of the students;

(c) Differences in the traditional values and behavioral standards of the teachers and those identified by Eskimo leaders for the Eskimo students have been noted and carefully explained to the teachers so they might make necessary adjustments in their expectations of the Eskimo students;

(d) A required class or a part of a required class has been included in the high school curriculum which deals with different cultural values of different peoples and which encourages elaboration and discussion of the various value-conflicts in light of the values identified by the Eskimo leaders;

(e) At least 80% of the Eskimo parents and high school graduates, when surveyed randomly, have expressed satisfaction with the school's efforts to teach the students appropriate moral and ethical behaviors and to behave responsibly.

Criticality: This need is judged to be CRITICAL (2)

Time Frame: This need should be resolved prior to September 1, 1975.

12. MEETING THE NEEDS OF GIFTED STUDENTS

Learner Need: Gifted students need to learn at their optimum rates to the maximum limits of their unique potential.

Target Population: All students who are gifted, K-12 (An estimated 3-5% of the student population.)

Criteria: This need will be resolved when:

(a) The current bilingual program has been expanded at the Bethel Elementary School to grades three, four, and five;

(b) All local village elementary schools have established bilingual education programs;

(c) All teachers in the elementary schools have been provided with trained Eskimo aides who speak Yupik fluently;

(d) An advanced course in Yupik has been established in the Bethel High School on an elective basis;

(e) Research with the bilingual programs has shown that Eskimo students learn English faster and better than when taught completely in English.

Criticality: This need is judged to be EXTREMELY CRITICAL (1).

Time Frame: This need should be resolved prior to September 1, 1977. (However, some reasonable progress in resolving this need should have been made by September 1, 1975.)

10. LEARNING BASIC AND ADVANCED SOCIAL STUDIES

Learner Need: Students need to learn basic and advanced social studies.

Target Population: All students, K-12.

Criteria: This need will be resolved when:

(a) Curricular offerings in the social studies have been tied to a master plan which places more emphasis (to the satisfaction of a special committee of social studies teachers, regular teachers, parents, interested citizens, school administrators, and student leaders) upon Eskimo and Alaskan cultures and history and which is considerably more (to the satisfaction of the same special committee) problem-oriented and life-involvement oriented;

(b) Curricular offerings in the social studies have been articulated from grade to grade and from level to level to eliminate gaps and euplications of effort;

(c) More (an increase of at least 50%) culturally and geographically-relevant teaching materials have been obtained and/or prepared for use in the social studies program at both the elementary and secondary levels;

(d) School libraries have added to (an increase of at least 100%) their collections of materials in the social studies areas, especially in regards to Alaskan history and anthropological research.

Criticality: This need is judged to be CRITICAL (2).

Time Frame: This need should be resolved prior to September 1, 1975.

Criteria: This need will be resolved when:

(a) A special program emphasizing both enrichment and advanced study has been established for the gifted students in both the elementary and secondary schools;

(b) This program has freed the gifted students from traditional graduation requirements and has permitted them to study independently of other students and in greater depth than other students for at least part of the school day;

(c) Arrangements have been completed with Alaskan colleges and universities to permit gifted students to enroll in college courses by correspondence while still in high school;

(d) Arrangements have been made with the Kuskokwim Community College to permit gifted students to register with them for at least part of the school day;

(e) Gifted students have been provided with scholarships for teacher training (as many as possible) with the stipulation that the recipients return to Bethel to serve as teachers for a specified period of time upon completion of their training.

Criticality: This need is considered to be CRITICAL (2)

Time Frame: This need should be resolved prior to September 1, 1975.

13. LEARNING GOOD HEALTH HABITS AND INFORMATION

Learner Need: Students need to learn good health habits and information.

Target Population: All students, K-12, but especially the Eskimo students.

Criteria: This need will be resolved when:

(a) A modern, up-to-date program of health education has been established in the local schools at both the elementary and secondary levels;

(b) The objectives and materials for this program have been reviewed by medical experts who are intimately acquainted with the Eskimos and their health needs;

(c) Health instruction at the high school has been separated from physical education and placed under a qualified health educator.

(d) There has been a reduction of at least 25% in the number of students who smoke and drink;

(c) At least 80% of the parents, citizens, teachers, school administrators, and students, when surveyed randomly, have expressed their satisfaction with the new health-education program of the public schools.

Criticality: This need is judged to be CRITICAL (2).

Time Frame: This need should be resolved prior to September 1, 1977. (However, criteria a, b, and c should be satisfied prior to September 1, 1975.)

14. LEARNING CAREER INFORMATION AND VOCATIONAL (JOB) SKILLS

Learner Need: Students need adequate career information and aptitude testing, and the opportunity to learn vocational (job) skills.

Target Population: All students, K-12.

Criteria: This need will be resolved when:

(a) Career-information materials geared to the reading levels of both elementary and secondary students have been provided in abundant supply;

(b) A room or area has been made available in each school in the Bethel area to properly house these materials;

(c) A "world of work" program has been established in the Bethel Elementary School and in the Bethel Middle School;

(d) A required career-information class has been established in the Bethel High School;

(e) Two full-time counselors, trained in vocational counseling, have been added, one to the high school, and one to the elementary and middle schools;

(f) The number of available courses offered by the high school in vocational-technical education have been significantly increased (an increase of at least 100%).

Criticality: This need is considered to be CRITICAL (2).

Time Frame: This need should be resolved prior to September 1, 1977. (However, significant progress in meeting this need should be achieved prior to September 1, 1975.)

15. MEETING THE NEEDS OF HANDICAPPED YOUNGSTERS

Learner Need: Handicapped students have special needs to be met.

Target Population: All students, K-12, who have been determined to be moderately or severely handicapped.

Criteria: This need will be resolved when:

(a) The current program in special education has been expanded to accomodate older children with handicaps who need training in skills which they can perform in spite of their handicaps;

(b) The current program in special education has been expanded to handly youngsters with all types of disability, making Bethel a regional center for training all of the students in the area, regardless of the nature of the handicap involved (with the possible exception of the extremely handicapped youngsters who may need special equipment and facilities not justified in the regional center);

(c) A committee of speical-education teachers, regular teachers, school administrators, parents, interested citizens, and student leaders has examined the expanded program in special education and has found it to be reasonably adequate.

Criticality: This need is considered to be CRITICAL (2).

Time Frame: This need should be resolved prior to September 1, 1977. (However, substantial progress in resolving this need should be made by September 1, 1975.)

16. THINKING IN TERMS OF THE FUTURE AND AQQUIRING PLANNING AND FORECASTING SKILLS

Learner Need: Students need to learn to think in terms of the future and to acquire skills in planning and forecasting.

Target Population: All students, K-12, but especially the Eskimo students.

Criteria: This need will be resolved when:

(a) Additional counselors (at least two more for Bethel schools) have been provided to give students aptitude tests and individualized vocational and personal counseling and to help students plan for the future;

(b) The career-education program (suggested in another need statement) has been funded and introduced into the Bethel schools;

(c) Counselors have been freed from the press of administrative responsibilities;

(d) Efforts have been made to teach the Eskimo students be more "future-oriented" by circulating studies which project the future conditions in Alaska by inviting Eskimos who have graduated from high school to return and recall their experiences; by discussing the pros and cons of remaining in the Bethel area after graduation, etc.

Criticality: This need is judged to be IMPORTANT (3).

Time Frame: This need should be resolved prior to September 1, 1975.

17. LEARNING ABOUT FAMILY LIFE AND ABOUT HUMAN SEXUALITY

Learner Need: Students need to learn about family life and about human sexuality.

Target Population: All students, K-12, especially the Eskimo students.

Criteria: This need will be resolved when:

(a) Experts in family life education have prepared the content and materials for a suitable program;

(b) Committees of parents, interested citizens, teachers, and school administrators have examined both the content and the materials before a pilot program is launched;

(c) A pilot program in family life education has been tested to ascertain student and community reaction and necessary modifications have been completed;

(d) Concepts related to effective family life, including sex education, have been integrated into the schools curriculum at all levels of instruction;

(e) At least 80% of parents, citizens, teachers, school administrators, and students, when surveyed randomly, have indicated that they believe the family life education program is relatively successful.

Criticality: This need is considered to be IMPORTANT (3)

Time Frame: This need should be resolved prior to September 1, 1975.

19. LEARNING CONSUMER INFORMATION & PRACTICAL MONEY MANAGEMENT SKILLS.

Learner Need: Students need to learn appropriate consumer information

Target Population: All students of high school age, especially the Eskimo students.

Criteria: This need will be resolved when:

(a) A class in consumer education has been made a required subject for all students at the high school level;

(b) A committee of highly educat Eskimo has examined the subject matter of this course and passed judgement on it for relevancy;

(c) At least 80% of former sutdents, selected at random, have reported that this class was helpful to them.

Criticality: This need is judged to be IMPORTANT (3)

Time Frame: This need should be resolved prior to September 1, 1977. (However, all criteria except criterion c should be satisfied before September 1, 1974).

18. MEETING THE NEEDS OF ADULT LEARNERS

Learner Need: Adult learners have special needs to be met.

Target Population: All adults in the Bethel Region.

Criteria: This need will be resolved when:

(a) The responsibility for adult education has been transferred to the Bethel School System;

(b) Adult classes in basic education and vocational education have been greatly expanded and upgraded (to the satisfaction of a special committee of adults, community leaders, adult education teachers, regular teachers, and school administrators);

(c) Adult classes of general interest and/or a recreational nature have been added to the adult education curriculum;

(d) Radio and/or television have been used for adult education purposes to offer appropriate information to the general public and to advertise adult education classes; and

(e) A form of the "community school: has been tried in Bethel on an experimental basis with the intent that, if successful, the program would be expanded and made a basic part of adult education.

Criticality: This need is considered to b IMPORTANT (3)

Time Frame: This need should be resolved prior to September 1, 1975.

20. LEARNING ABOUT LAND AND WILDLIFE MANAGEMENT, ABOUT ENVIRONMENTAL POLLUTION, AND ABOUT WAYS OF PROTECTING THE ENVIRONMENT.

Learner Need: Students (and adults) need to learn about land and wildlife management, about environmental pollution, and about ways of protecting the environment and using it wisely.

Target Population: All students, K-12, and adults as well.

Criteria: This need will be resolved when:

(a) A program aimed at teaching basic principles of land and wild life management, teaching about environmental pollution, and teaching about ways of protecting the environment and using it wisely has been introduced into the elementary and middle schools;

(b) Advanced classes designed to accomplish the same aims have been added (or continued) as part of the high school curriculum;

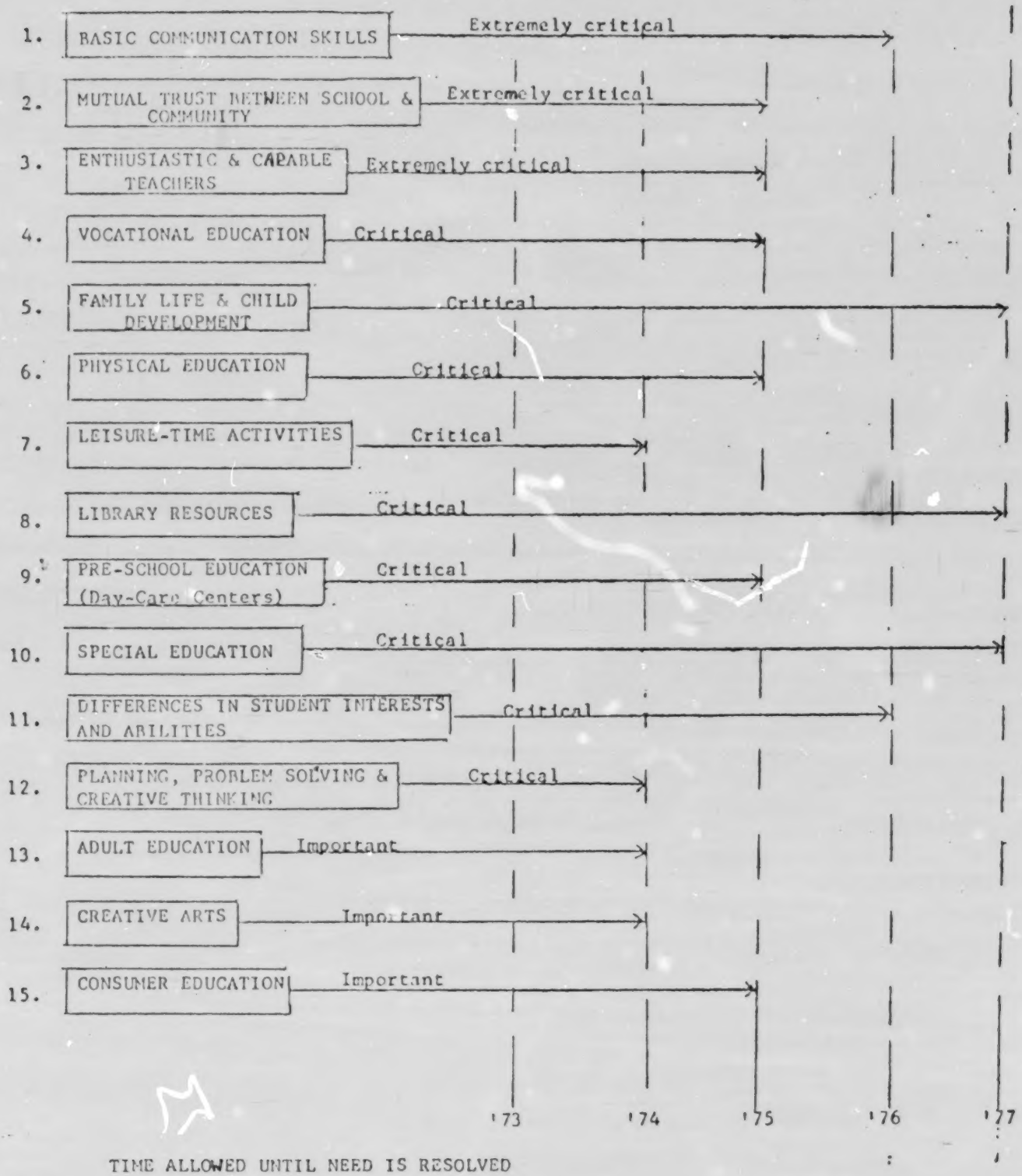
(c) Random surveys of the school grounds and community have shown a decrease of at least 50% in the number of items found littering the ground for specified areas;

(d) At least 80% of parents, citizens, teachers, school administrators, and students have expressed the belief that significant improvement has been made in land and wildlife management and in ways of protecting the local environment and in using it wisely.

Criticality: This need is judged to be IMPORTANT (3)

Time Frame: This need should be resolved prior to September 1, 1977. (However, some progress should be made in satisfying this need before September 1, 1975)

Figure 1. VALIDATED NEED WITH CRITICALITY AND TARGET TIMES IN THE FAIRBANKS REGION OF ALASKA, 1972



## C. NEEDS OF THE FAIRBANKS REGION

### I. BASIC COMMUNICATION SKILLS

Learner need: Youngsters need to learn basic communications skills in elementary grades.

Target population: All students, K-6, especially native students.

Criterion: This need will be resolved when:

(a) the majority (at least 70%) of all students with the exception of those students in special education, demonstrate on a standardized achievement test such as the Iowa Test of Basic Skills that they are performing at or above grade level in all areas related to communication skills;

(b) all teachers have completed an in-service training program in methods of teaching the basic communication skills;

(c) at least 80% of the teachers and 6th grade students feel that the program for teaching the basic communication skills in the elementary school is usually successful or very successful;

(d) a special communication skills program has been instigated to bring native students up to national standards.

Criticality: Extremely Critical (1).

Date need is to be resolved: June 1, 1976

### 2. MUTUAL TRUST BETWEEN SCHOOL AND COMMUNITY.

Learner need: Students need to learn in an environment of mutual trust and acceptance between parents, citizens, teachers, and administrators.

Target population: Parents, general public, teachers, and school administrators.

Criterion: This need will be resolved when:

(a) there is open communication between the two groups of citizens with differing educational philosophies as judged by school board members;

(b) a comprehensive, long-range plan has been written for educational development in the Fairbanks region and has found popular support among the community members (at least 70% of lay citizens support the plans as measured by a randomized poll;).

(c) adequate finding, in the opinion of school board members and administrators, has been obtained to execute the long-range plan.

Criticality: Extremely critical (1).

Date need is to be resolved June 1, 1975.

3. ENTHUSIASTIC AND CAPABLE TEACHERS.

Learner need: Students need to work with enthusiastic and capable teachers who have been carefully selected and kept up-to-date through an adequate program of in-service training.

Target population: All teachers, especially new teachers.

Criterion: This need will be resolved when
(a) a well-planned program for in-service training has been provided for all teachers, especially those who are new to the district;
(b) a committee of representative teachers has been selected and involved in the planning for the in-service training program;
(c) teaching competence has been clearly defined in terms of measurable performance-based objectives and teachers are helped to succeed in meeting these objectives as judged by the teachers themselves. (at least 80% feel good about the program to improve teaching effectiveness.)

Criticality: Extremely critical (1).

Date need is to be resolved: June 1, 1975.

4. VOCATIONAL EDUCATION.

Learner need: Students need to acquire suitable vocational skills for which they show both interest and aptitude.

Target population: All students, K-12.

Criterion: This need will be resolved when
(a) a vocational and actual skill training in the total school curriculum, elementary as well as secondary;
(b) the quality of this program has been judged as adequate to superior by educators trained in vocational education;
(c) the program is supplemented by an adequate to superior counseling program as evaluated by vocational educators and by counselors;
(d) at least 80% of the graduating seniors indicate by an anonymous response to a questionnaire that they believe the vocational education program was usually successful or very successful.

Criticality: Critical (2).

Date need is to be resolved: June 1, 1975.

5. FAMILY LIFE AND CHILD GROWTH AND DEVELOPMENT

Learner Need: Students need information, attitudes, and skills related to responsible adult family living.

Target Population: All students, K-12.

Criterion: This need will be resolved when:

(a) Adult family living have been integrated into the school's curriculum

(b) a course in high school is provided which allows the students to observe young children in day-care centers and in nursery schools and which emphasized principles of child growth and development

(c) At least 80% of the students who complete high school evaluate positively (usually successful or higher) the school's program to teach about responsible adult family living.

Criticality: Critical (2).

Date need is to be resolved: June 1, 1977.

6. PHYSICAL EDUCATION

Learner Need: Students need to acquire physical fitness.

Target Population: All students, K-12

Criterion: This need will be resolved when:

(a) Every student except those excused by a doctor, has at least 30 minutes of good physical exercise daily;

(b) A formal physical education program has been instituted into the school curriculum across the district

(c) Adequate and proper equipment have been provided as judged by students, parents, and educators. (at least 80% should feel

that the facilities and equipment are adequate or better).

Criticality: Critical (2).

Date need is to be resolved: Pilot programs; June 1, 1974
Full implementation: June 1, 1975.

## 7. LEISURE TIME ACTIVITIES

Learner need: Students and even adults need to develop interests and skills in the wise and creative use of leisure time.

Target population: All students, but especially secondary school students. Adults in the community should also be invited to participate in some of these activities on a scheduled basis.

Criterion: This need will be resolved when
(a) an organized out-of-class program is offered to all secondary school students for after-school and summer periods;
(b) this program provides opportunities for students to explore various hobbies and creative interests and to participate in sports, games, and recreational activities;
(c) this program is judged to be successful by at least 80% of the students and adults in the community.

Criticality: Critical (2).

Date need is to be resolved: Pilot programs: June 1, 1973.
Implementation: June 1, 1974.

## 8. LIBRARY RESOURCES.

Learner need: Students need to interact.

Target population: All students, K-12.

Criterion: This need will be resolved when
(a) all media resource centers in the District meet minimum standards proposed by the Alaska Library Association;
(b) all school media resource centers are open for student and community use at least 60 hours per week;
(c) all school media resource centers have a full or part-time librarian to care for materials and equipment, to encourage their proper use, and to supervise the non-professional staff members needed to provide adequate services to students and community members;
(d) individual study carrels and seperate viewing-listening stations have been provided in each of the media resource centers and all types of instructional media have been purchased.

Criticality: Critical (2).

Date need is to be resolved: June 1, 1977. (However, some improvements should be made each year in order to meet this deadline. The committee estimates that a minimum improvement for a given year be 10%)

9. PRE SCHOOL EDUCATION

Learner need: Pre-first grade children have special needs to be met.

Target population: All two, three, four, and five year old children.

Criterion: This need will be resolved when
(a) sufficient day-care centers and nursery are available to parents of young children at very low cost or at no cost at all;
(b) the day-care centers and nursery schools have competent staff members and adequate facilities and are designed to meet the recognized needs of young children as judged by a committee composed of early childhood educators and parents;
(c) the kindergartens are completely staffed with certified early childhood educators and have adequate facilities as judged by the same committee;
(d) the early childhood education programs for native youngsters are completely bilingual.

Criticality: Critical (2).

Date need is to be resolved: June 1, 1975.

10. SPECIAL EDUCATION.

Learner need: Handicapped youngsters have special needs to be met to permit them to learn and to function in society as well as possible.

Target population: All students with recognized handicaps, preschool through 12th grade and even some adults.

Criterion: This need will be resolved when
(a) a workable plan has been developed by administrators and special education personnel which will meet the needs of students with handicaps in the Fairbanks area with the possible exception of special programs which might better be offered at a centrally located city for the entire State;
(b) this plan has been executed to the satisfaction of at least 90% of the persons who helped to formulate the plan;
(c) follow-up studies indicate that 90% of the youngsters identified as handicapped are employable.

Criticality: Critical (2).

Date need is to be resolved: (Criteria a and b) June 1, 1975.
(Criterion c ) June 1, 1977.

## 11. RECOGNIZING DIFFERENCES IN STUDENT ABILITIES AND INTERESTS

Learner need: Students need to learn in classes where the teachers make allowances for differences in student interests and abilities.

Target population: All students, K-12.

Criterion: This need will be resolved when
(a) several pilot programs have been thoroughly tested using suitable materials and equipment;
(b) full scale programs on the best of the pilot tested programs has been established in every school in the Fairbanks School District.
(c) at least 80% of students, teachers, and parents judge the program to be successful by anonomous opionnaire.

Criticality: Critical (2).

Date need is to be resolved: Pilot programs: June 1, 1974.
Full resolution June 1, 1976.

## 12. PLANNING, PROBLEM SOLVING, AND CREATIVE THINKING.

Learner need: Students need to develop planning skills, problem-solving, and how to think creatively.

Target population: All students, K-12.

Criterion: This need will be resolved when
(a) all of the teachers have completed in-service training programs emphasizing methods of teaching planning, problem-solving, and thinking skills;
(b) at least 80% of the students report that teachers are using discussion, inquiry, and brainstorming techniques in their classes and that the teachers evaluate them on the quality of their thinking and on their ability to solve problems;
(c) and school administrators and teachers develop policies and procedures for involving students in helping to make decisions which affect the schools.

Criticality: Critical (2).

Date need is to be resolved: June 1, 1974.

## 13. ADULT EDUCATION

Learner need: Adult learners need opportunities for learning.

Target Population: All adults, but especially those who lack a high-school education.

Criterion: This need will be resolved when
- (a) programs of adult education include not only Adult Basic Education but vocational informational, and recreational courses as well;
- (b) when the quality and quantity of courses has been significantly improved and increased as judged by a committee of adults, teachers of adult education courses, and administrators;
- (c) when a new survey shows the results of the Adult Basic Needs Assessment have been reversed and that adult education courses are being used by the Target Adults.

Criticality. Important but not critical (3).

Date need is to be resolved. June 1, 1974.

## 14. CREATIVE ARTS.

Learner need: Students need to develop appreciation for the creative arts. They also need to have opportunities to participate in some forms of music, art, dance, and drama.

Target population: All students, K-12.

Criterion: This need will be resolved when
- (a) a broader, more coordinated, better executed Creative Arts Program has been instituted into the curriculum of both the elementary and secondary schools;
- (b) this program has been judged effective by a committee composed of students, parents, teachers, and administrators;
- (c) elective courses and extra-curricular opportunities are available for students who want to pursue the creative arts on an advanced basis.

Criticality: Important but not critical (3).

Date need is to be resolved: June 1, 1974.

15. CONSUMER EDUCATION.

Learner need: Students need to learn consumer information and money management skills to meet practical, every-day needs.

Target population: All students, K-12, and some adults, especially those on welfare and those in transition from a subsistance to a cash economy.

Criterion: This need will be resolved when

(a) a required course in consumer information and money management has been included in the high school curriculum;

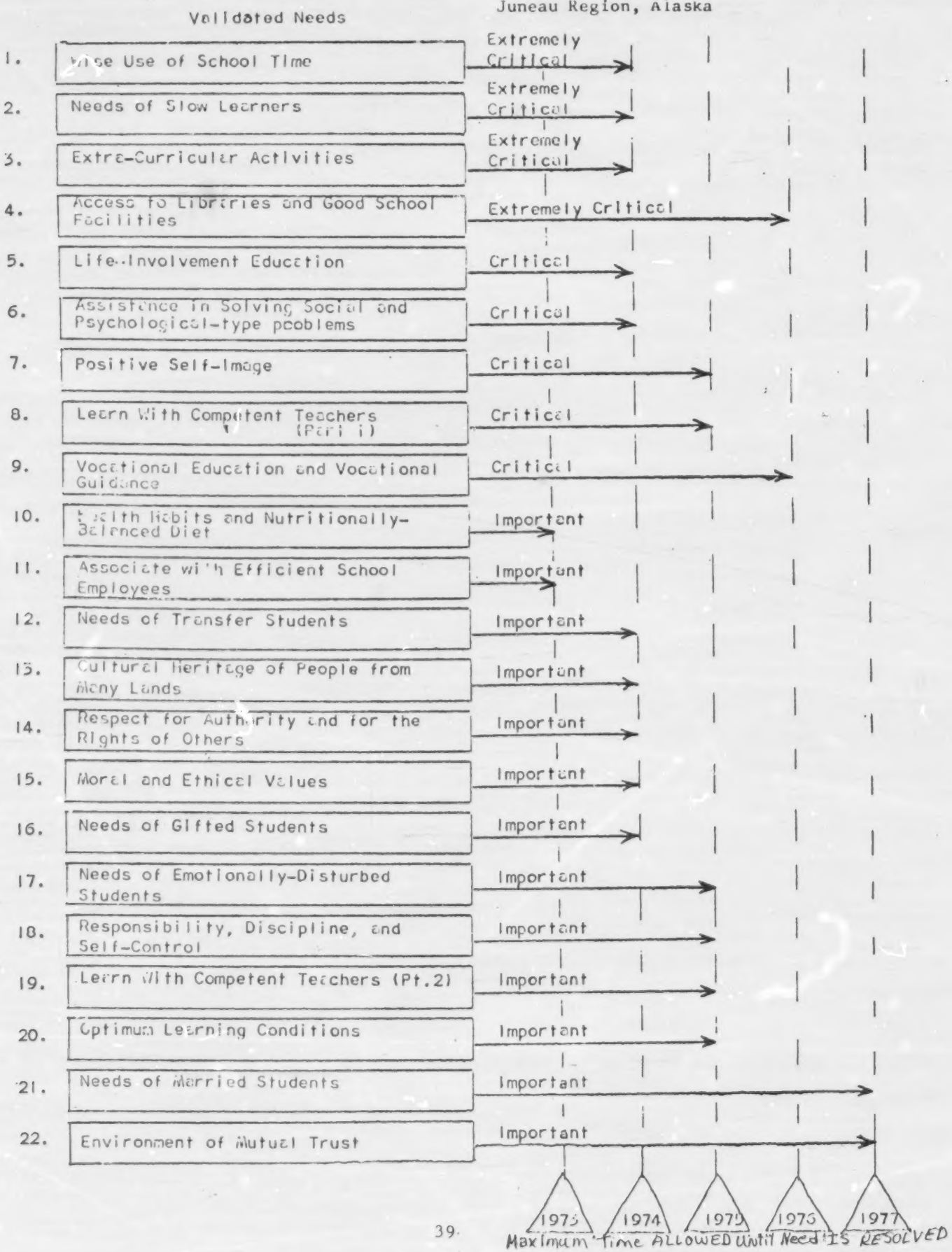
(b) supplemental consumer education courses have been set up in the evenings, on Saturdays, etc. for adults;

(c) at least 80% of graduating seniors and former students report on anonymous opinionnaires that the special course was successful in meeting their perceived needs.

Criticality: Important but not critical (3).

Date need is to be resolved: June 1, 1975.

Fig. 1. Validated Learner Need with Indicated Criticality and the Date for Juneau Region, Alaska



## D. NEEDS OF THE JUNEAU REGION

### 1. WISE USE OF SCHOOL TIME

Learner need: Students need to learn time budgeting procedures and to make wise choices relative to the proper use of their time while in school.

Target population: Senior high school students, grades 10-12.

Criteria: This need will be resolved when:

(a) the administration and faculty of each high school have given the problem of time-wasting by students their full attention and have decided on specific steps to be taken to correct the problem;

(b) sufficient space, equipment and materials to properly house 40% of the studentbody at any one time has been provided for the library or media center and the supplemental sports and recreational areas;

(c) an independent group or committee made up of parents, non-parents, and educators from other schools can enter unannounced any one of the high schools in the Juneau region in turn and find students meaningfully involved in regular class work and in many supplemental activities without observing evidence of time-wasting by the students.

Criticality: This need is judged to be EXTREMELY CRITICAL (1).

Time frame: This need should be resolved prior to January 1, 1974.

### 2. NEEDS OF SLOW LEARNERS

Learner need: Slow learners have special needs to be met.

Target Population: All students who are slower than the average in grades K-12.

Criteria: This need will be resolved when:

(a) a special program with carefully designed learning materials for slow learners has been developed and is in operation in all elementary and secondary schools in the Juneau region;

(b) teachers have individualized and personalized their teaching so the slow learners can proceed at their own best pace;

(c) all teachers have been provided with in-service training to assist them in meeting the special needs of slow learners;

3. EXTRA-CURRICULAR ACTIVITIES

Learner need: Students need varied and worthwhile activities outside of the classroom.

Target population: All students, K-12, and even many of the adults.

Criteria: This need will be resolved when:

(a) every school in the Juneau region has a full-scale, organized extra-curricular program for after-school and evenings, Saturdays, and during the summer vacation period;

(b) the program focuses upon recreation and sports, art and drama, and clubs to promote hobbies and avocational interests;

(c) elementary and secondary teachers regularly offer "quest groups" and "mini-courses" as part of the extra-curricular program;

(d) more and better facilities have been constructed to house such a varied activity program;

(e) at least 90% of the students, parents, teachers, and administrators randomly surveyed have judged the extra-curricular program to be "usually successful" or "very successful."

Criticality: This need is considered to be EXTREMELY CRITICAL (1).

Time frame: This need should be resolved prior to June 1, 1974.

4. ACCESS TO LIBRARIES AND GOOD SCHOOL FACILITIES

Learner need: Students should have access to adequate library services and to study and learn in good school buildings and facilities.

Target population: All students, K-12.

Criteria: This need will be resolved when:

(a) the school administration has established minimum standards of excellence for school buildings and facilities and all buildings below minimum standards have been brought up to or above the standard;

(b) every school has a library or media center and every library has been updated and expanded to the point where they meet the standards suggested by the American Association of School Libraries;

(c) every school has adequate sports and recreational facilities as judged by a committee of parents, teachers, administrators and students;

(d) every school has adequate facilities, equipment, and materials for special education, counseling and guidance, and other special student services as judged by a committee of parents, regular teachers, counselors, special education teachers, and administrators.

Criticality: This need is judged to be EXTREMELY CRITICAL (1).

Time frame: This need should be resolved prior to June 1, 1976.

5. LIFE-INVOLVEMENT EDUCATION

Learner need: Students need a relevant education geared to present-day conditions which involve the students in life rather than merely telling them about life.

Target population: All students, K-12.

Criteria: This need will be resolved when:

(a) a program of life-involvement education has been carefully prepared and introduced into all elementary and secondary schools;

(b) this program emphasizes first-hand, sensory experience and vicarious experience instead of giving students pre-digested, verbal or written bits of information;

(c) all teachers have received in-service training in the philosophy and techniques of life-involvement education;

(d) at least 90% of parents, teachers, administrators, and students have expressed satisfaction with the life-involvement program offered by the school.

Criticality: This need is considered to be CRITICAL (2).

Time frame: This need should be resolved prior to June 1, 1974.

6. ASSISTANCE IN SOLVING SOCIAL AND PSYCHOLOGICAL-TYPE PROBLEMS

Learner need: Students with social and psychological-type problems need professional assistance in solving these problems.

Target population: All students with problems of a social or psychological nature.

Criteria: This need will be resolved when:

(a) the current program of social and psychological services has been expanded and upgraded to the point of professional adequacy as determined by a committee of parents, regular teachers, counselors and social workers, and administrators;

(b) counselors and social workers have assisted the regular teachers to better understand the young people and their personal problems and to render empathic assistance to young people in solving some of these problems;

(c) counselors and social workers regularly involve parents in the solution to social and psychological problems encountered by their children;

(d) all of the students have been made aware of the services offered by counselors and social workers;

(e) there has been a substantial increase (50% or more) in the number of students who actually avail themselves of the services of the counselors and social workers.

Criticality: This need is judged to be CRITICAL (2).

Time frame: This need should be resolved prior to June 1, 1974.

7. POSITIVE SELF-IMAGE

Learner need: Students need to learn about themselves and to acquire a positive self-image.

Target population: All students, K-12, but especially those students who are slow learners and those students who are natives.

Criteria: This need will be resolved when:

(a) a program has been developed to assist the students to develop a better self-image;

(b) this program has been coordinated with parallel programs to assist slow learners and native children;

(c) the insights gained from federally-funded programs to help the culturally deprived to acquire a better self-image have been incorporated into the local self-image development program;

(d) at least 80% of the parents, teachers, and administrators believe that the school's program to develop self-image is very successful or usually successful.

Criticality: This need is considered to be CRITICAL (2).

Time frame: This need should be resolved prior to June 1, 1975.

8. LEARN WITH COMPETENT TEACHERS (PART I)

Learner need: Students need to learn with teachers who are dedicated, well-informed, up-to-date, enthusiastic, personable, and competent (part 1).

Target population: all students, K-12.

Criteria: This need (part 1.) will be resolved when:

(a) new and needful teachers receive help and supervision from principals and supervisors on a regular, continuing basis;

(b) teachers and administrators are evaluated fairly on a regular, continuing basis;

(c) no teacher has been given tenure without careful and thorough screening for both instructional competency and good rapport with students;

(d) teachers and administrators, who are inadequate as judged by a committee of administrators and tenured teachers have been replaced;

(e) there has been a reduction of at least 75% in the number of complaints about teachers from students or their parents.

Criticality: This need is judged to be CRITICAL (2).

Time frame: This need should be resolved prior to June 1, 1975.

9. VOCATIONAL EDUCATION AND VOCATIONAL GUIDANCE

Learner need: Students need to gain appropriate job skills, to know about various occupational opportunities, and to be provided with adequate vocational guidance.

Target population: All students, K-12.

Criteria: This need will be resolved when:

(a) the present program of vocational education has been expanded to serve nearly all students;

(b) this program has been upgraded and made more varied in accordance with job skills needed in the Juneau region and in Alaska;

(c) at least 95% of high-school seniors have completed at least one course in vocational education;

(d) the vocational education program of the school has been judged "very successful" or "usually successful" by a random sample of at least 80% of parents, regular teachers, vocational education teachers, administrators, and high-school seniors.

Criticality: This need is judged to be CRITICAL (2).

Time frame: This need should be resolved prior to June 1, 1976.

10. HEALTH HABITS AND NUTRITIONALLY-BALANCED DIET

Learner need: Students need to learn good health habits and to eat a nutritionally-balanced diet.

Target population: All students, but especially those from poor culturally deprived homes.

Criteria: This need will be resolved when:

(a) all primary-grade elementary-school teachers have a supplemental daily program to reinforce proper health habits in the young children;

(b) all students receive school lunch even though the lunch must be given free or at reduced rates for many children;

(c) the school-lunch supervisors have enriched the school lunch to supply the nutrients lacking in the regular home diets of children from poor and culturally-deprived homes;

(d) a committee of parents, teachers, administrators, school-lunch supervisors, and doctors have indicated satisfaction with the school's health program and the school's hot-lunch program.

Criticality: This need is judged to be IMPORTANT (3).

Time frame: This need should be resolved prior to June 1, 1973.

11. ASSOCIATE WITH EFFICIENT SCHOOL EMPLOYEES

Learner need: Students need to associate with efficient school employees who can also serve as good adult models. (Teachers are school employees but have been included in a separate learner need.)

Target population: All students, K-12.

Criteria: This need will be resolved when:

(a) the responsibilities and role-expectations of all school employees (resource personnel, teacher aides, secretaries, school-lunch workers, custodians, etc.) have been defined in written form;

(b) all school employees are supervised regularly and continuously;

(c) all school employees are evaluated regularly in a fair and understandable manner and the principle of accountability has been made an essential factor for continued employment;

(d) one of the major parts of such an evaluation was the determination of whether the school employee could be considered as being a desirable adult model with whom the students might properly identify.

Criticality: This need is judged to be IMPORTANT.

Time frame: This need should be resolved prior to September 1, 1973.

12. NEEDS OF TRANSFER STUDENTS

Learner need: Elementary-school students who transfer to other schools in the region and sixth-grade students who advance from the elementary school to the secondary school need to adjust readily and smoothly to the new school situation.

Target population: All sixth graders and all elementary-school students who move to another school.

Criteria: This need will be resolved when:

(a) curricular programs in the elementary schools across the region have been fairly well standardized;

(b) curricular programs in the elementary schools have been closely articulated with the subjects offered in the secondary schools;

(c) a common core of concepts and basic skills have been identified which all elementary school students should understand and acquire prior to their promotion to seventh grade;

(d) the non-standardized experimental programs in each elementary school are not excused from the requirement to teach the common core of concepts and basic skills.

Criticality: This need is considered to be IMPORTANT (3).

Time frame: This need should be resolved prior to June 1, 1974.

13. CULTURAL HERITAGE OF PEOPLE FROM MANY LANDS

Learner need: Students need to learn about and to appreciate their own cultural heritage and the cultural heritage of other peoples.

Target population: All students, K-12.

Criteria: This need will be resolved when:

(a) social studies supervisors have led the way to a modification of the present social studies curriculum so that many more opportunities have been provided, both at the elementary and secondary levels, to learn about the different Alaskan native cultures, about the dominent American culture, about minority American cultures, and about various world cultures;

(b) school library collections in the areas of history, anthropology, etc., especially where the materials relate to Alaskan and American peoples, have been enlarged at least 100%;

(c) appropriate teaching materials have been provided to the elementary and secondary school teachers involved in the teaching of social studies;

(d) a committee of parents, social studies teachers, administrators, university specialists, and students have expressed their satisfaction with the social studies program.

Criticality: This need is judged to be IMPORTANT (3).

Time frame: This need should be resolved prior to June 1, 1974.

14. RESPECT FOR AUTHORITY AND FOR THE RIGHTS OF OTHERS

Learner need: Students need to learn respect for authority and for the rights of others.

Target population: All students, K-12, especially those who have not yet learned to respect authority and the rights of others.

Criteria: This need will be resolved when:

(a) an effort has been made in social studies to help students understand the principles of a democratic society which provide for "rule by law;"

(b) an effort has also been made with the full cooperation of the radio and the press to convince parents of the need to teach their children to respect authority and the rights of others;

(c) the school administration is willing and able to punish and/or suspend the students who break school rules and disregard the rights of others;

(d) the police and the courts are willing and able to punish students who break the laws of the land;

(e) there has been at least a 50% decrease in student vandalism, school disruption, fights at school, and other visable evidences of hostility.

Criticality: This need is considered to be IMPORTANT (3).

Time frame: This need should be resolved prior to June 1, 1974.

15. MORAL AND ETHICAL VALUES

Learner need: Students need to develop moral and ethical values.

Target population: All students, K-12.

Criteria: This need will be resolved when:

(a) each school faculty has discussed the question of which moral and ethical values should be deliberately taught in school and have answered the question as best they can;

(b) these moral and ethical values are taught in the social studies program in imaginative ways and are enthusiastically reinforced by all teachers;

(c) value-conflicts are also made a part of the curriculum of the social studies and attempts have been made to clarify these conflicts for the students with due respect for differences in points-of-view;

(d) there has been a decrease (at least 10% per year) in the number of incidents of student-cheating and student-stealing and an increase (at least 50%) in the number of students participating regularly in school-communication betterment projects.

Criticality: This need is judged to be IMPORTANT (3).

Time frame: This need should be resolved prior to June 1, 1974.

16. NEEDS OF GIFTED STUDENTS

Learner need: Gifted students have special needs to be met.

Target population: all students who are very talented or gifted.

Criteria: This need will be resolved when:

(a) a special program for the gifted students has been introduced into all of the elementary and secondary schools of the Juneau region;

(b) this program frees the gifted students from traditional graduation requirements and permits them to study both independently of other students and in greater depth than other students for at least part of the school day;

(c) advanced placement classes have been added to the high-school curriculum whereby gifted students may earn college credit while still in high school;

(d) a committee composed of gifted students, teachers, administrators, and parents of gifted students have evaluated the school's program for the gifted and find it to be successful.

Criticality: This need is considered to be IMPORTANT (3).

Time frame: This need should be resolved prior to June 1, 1974.

17. NEEDS OF EMOTIONALLY-DISTURBED STUDENTS

Learner need: Emotionally -disturbed students have special needs to be met.

Target population: All students who have been classified as "emotionally disturbed."

Criteria: This need will be resolved when:

(a) extra facilities have been added to the on-going special education programs to provide adequate service to all of the students who are classified as "emotionally disturbed;"

(b) in-service training has been provided the regular teachers who must continue working with the mildly emotionally disturbed youngsters left in their charge;

(c) a committee of parents of emotionally-disturbed children, teachers of emotionally-disturbed children, special-education supervisors, and school administrators have evaluated the program for the emotionally disturbed and find it to be successful.

Criticality: This need is judged to be IMPORTANT (3).

Time frame: This need should be resolved prior to June 1, 1975. (However, students should be identified and programs planned prior to December 31, 1973.)

18. RESPONSIBILITY, DISCIPLINE, AND SELF-CONTROL

Learner need: Students need to learn responsibility, discipline, and self-control.

Target population: All students, K-12, but especially the immature, the roudy, and the irresponsible.

Criteria: This need will be resolved when:

(a) teachers have been given adequate supervision and help in ways to interest students and to discipline them in a kindly but firm manner;

(b) there has been a cooperative effort between the school and the community to provide better recreational facilities and more worthwhile spare-time activities for young people;

(c) the extra-curricular program of the schools has been expanded and the improved vocational-education and life-involvement education programs proposed by the Needs Assessment Committee have been adopted and funded;

(d) a poll of teachers and students reveals that at least 80% believe that school disciplinary procedures are "very successful" or "usually successful."

Criticality: This need is judged to be IMPORTANT (3).

Time frame: This need should be resolved prior to June 1, 1975.

19. LEARN WITH COMPETENT TEACHERS (PART II)

Learner need: Students need to learn under teachers who are dedicated, well-informed, up-to-date, enthusiastic, personable, and competent (part 2).

Target population: All students, K-12.

Criteria: This need (part 2) will be resolved when:

(a) the present in-service training program for teachers has been up-dated and expanded and made regular and continuous;

(b) this program has been coordinated with district-level plans to undertake new programs or to launch an all-out drive to resolve particular problems;

(c) this program has been tied closely to the supervision of teachers by principals and supervisors to help reinforce and supplement the suggestions given and to give teachers the opportunity to develop and practice new skills;

(d) very school has a reasonably adequate professional library for the teachers;

(e) at least 75% of the teachers, when surveyed, indicate that they are pleased and satisfied with the in-service training program;

(f) no more than 10% of the teachers are absent at any one in-service meeting and none of the teachers are regularly absent from such meetings.

Criticality: This need is considered to be IMPORTANT (3).

Time frame: This need should be resolved prior to June 1, 1975.

20. OPTIMUN LEARNING CONDITIONS

Learner need: Students need to study under optimum learning conditions in effective school programs which have been carefully planned and properly executed and which utilize adequate supportive supplies and materials.

Target population: All students, K-12.

Criteria: This need will be resolved when:

(a) a comprehensive five-year plan or an overall long-range plan for Juneau region schools has been adopted with wide community support;

(b) budgeting procedures have been modified so that the long-range plan can be executed with assurance that the necessary funds will be provided on schedule;

(c) ordering procedures for materials acquisition have adequately anticipated the time needed for shipping and have provided sufficient materials and supplies for the entire school year;

(d) no schools are forced to operate on double sessions.

Criticality: This need is considered to be IMPORTANT (3).

Time frame: This need should be resolved prior to June 1, 1975. (However, better acquision procedures and more adequate funding for supplies and equipment should be provided prior to June 1, 1973.)

21. NEEDS OF MARRIED STUDENTS

Learner need: Married students in the high schools have special needs to be met.

Target population: All married young people of school-age.

Criteria: This need will be resolved when:

(a) the high schools have provided special accomodations in programing and scheduling to married students to encourage them to remain in school until graduation;

(b) the guidance services of the school have accepted the challenge of assisting these young marrieds to accept the new role with its additional responsibilities and to remain in school working towards graduation;

(c) the schools have arranged a special social program for young marrieds which recognizes their special circumstances and needs;

(d) there is a regular decrease (at least 10% per year for five years) in the number of married students who discontinue school.

Criticality: This need is considered to be IMPORTANT (3).

Time frame: This need should be resolved prior to September 1, 1977. (However, criteria a, b, and c, should be resolved prior to September 1, 1973.)

22. ENVIRONMENT OF MUTUAL TRUST BETWEEN EDUCATORS AND PUBLIC

Learner need: Students need to learn in an environment of mutual trust and acceptance between teachers, administrators, parents, and the general public.

Target population: All students, K-12

Criteria: This need will be resolved when:

(a) a school public relations program has been initiated with someone in the district office having been assigned the primary responsibility for over seeing the program

(b) the introduction of new and innovative programs and/or the requests for additional funding have been preceeded with intensive public-relations efforts to openly and sincerely present the case for the new programs or the reasons for additional funding

(c) At least 80% of a random sample of educators, parents, and other citizens have expressed the belief that the schools are usually successful or very successful in getting the public to understand school matters and problems

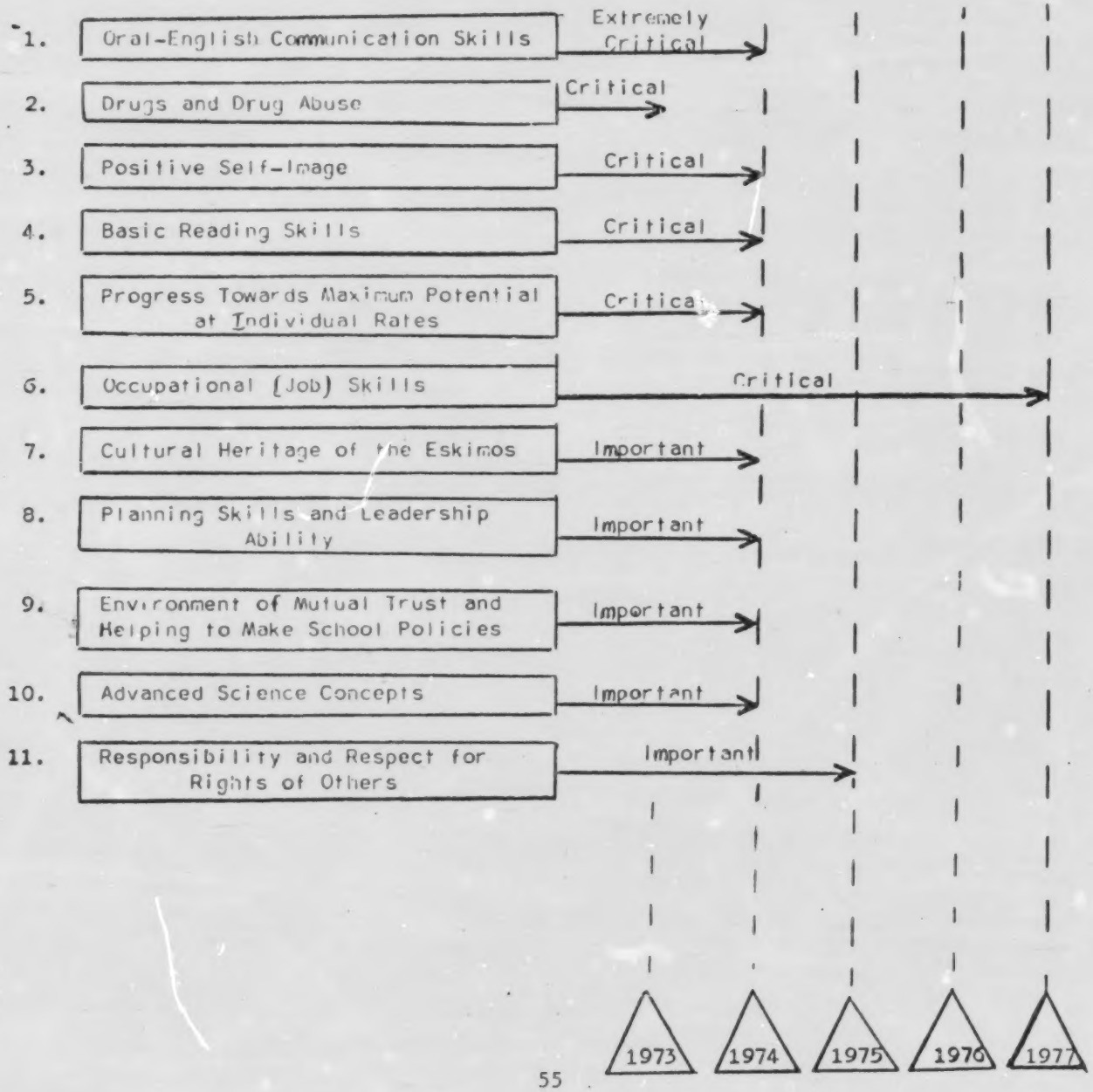
(d) there has been a significant increase (25% or more) in the participation shown by parents and citizens in the school sponsored activities

(e) 90% of the new and innovative programs recommended by the Needs Assessment Committee have been successfully introduced into the schools of the Juneau region and have been adequately funded.

Criticality: This need is considered to be IMPORTANT (3).

Time Frame: This need should be resolved prior to September 1, 1977. (however, criteria a and b should be resolved prior to September 1, 1973.)

1. Figure 1. Validated Learner Needs with Indicated Criticality and Target Dates for the Seward Peninsula



## III. A SUMMARY OF EDUCATIONAL NEEDS OF SELECTED ETHNIC GROUPS

### A. NEEDS OF THE ESKIMO OF THE SEWARD PENNINSULA

Using the concerns identified in the opinion studies and any other concerns identified by members of the Eskimo Needs Assessment Committee of the Seward Penninsula a level of criticality was established for their individual consideration. As each concern was considered and analyzed, those which were found to represent valid educational needs were carefully defined in terms of the foregoing criteria. A listing of these needs for the Seward Penninsula Eskimos is presented in the remaining part of this chapter.

#### 1. ORAL-ENGLISH COMMUNICATION SKILLS

Learner Need: Students need to learn oral-English communication skills.

Target Population: All Eskimo students, K-12.

Criteria: This need will be resolved when:

(a) a special program designed to teach oral-English communication skills in all elementary and secondary schools which enroll sizeable numbers of Eskimo students has been developed and is in operation;

(b) this program makes use of the suggestions of the committee plus others that have been made by various experts in teaching English as a Second Language and experts in developing effective Bilingual Instructional Programs;

(c) supplemental programs using the bilingual approach have been investigated and the most effective one considered for full-scale adoption;

(d) a committee of parents of slow learners, teachers and administrators have evaluated the program for the slow learners and have expressed the judgement that the slow learners are proceeding effectively within the limits of their capabilities;

(e) this same committee has indicated that they believe the slow learners are well accepted by their teachers and peers.

Criticality: This need is considered to be EXTREMELY CRITICAL (1).

Time frame: This need should be resolved prior to June 1, 1974.

(d) a committee of parents, teachers, administrators, and students has evaluated the program for teaching oral-English communication skills and has judged it to be "very successful" or "usually successful."

Criticality: This need is considered to be EXTREMELY CRITICAL (1).

Time Frame: This need should be resolved prior to June 30, 1974.

2. DRUGS AND DRUG ABUSE

Learner Need: Students need to be informed about drugs, especially alcohol and tobacco, along with supplemental stimulating activities to make alcohol and other drugs less necessary for the full enjoyment of life.

Target Population: All Eskimo students, K-12.

Criteria: This need will be resolved when:

(a) a program of alcohol, tobacco, and drug education has been established in all schools with fairly large numbers of Eskimo students at both the elementary and secondary levels;

(b) this program makes use of the suggestions offered by the committee and other suggestions given by experts in drug education;

(c) a committee of parents, teachers, administrators, and students has evaluated this program and has found it to be successful;

(d) the usage of alcohol and tobacco by the students has declined at least 25% as judged by an actual count of the number of disciplinary cases attributed to smoking at school, to students being intoxicated while in school, or to students remaining away from school for alcohol-related reasons.

Criticality: This need is judged to be CRITICAL (2).

Time Frame: This need should be resolved before June 30, 1973.

3. POSITIVE SELF-IMAGE

Learner Need: Students need to learn about themselves and to acquire a positive self-image.

Target Population: All Eskimo students, K-11, and even adults.

Criteria: This need will be resolved when:

(a) a program, related to similar efforts to teach about the cultural heritage of the Eskimos and to raise the level of school achievement for native students, has been adopted to assist Eskimo students to develop pride in themselves and feelings of self-respect and self-esteem;

(b) teachers of Eskimo students have received in-service training in suitable ways to help these students to acquire a positive self-image;

(c) a committee of parents, teachers, administrators, and students has evaluated the results of this program and has judged it to be successful by using the criterion of a significant decrease in the number of incidents of negative behaviors on the part of the Eskimo students and the criteria of a significant increase in the willingness of Eskimo students to set and achieve self-determined goals, a significant increase in the number of students achieving more scholastic success, and a significant improvement in the rapport between students and teachers and between students and their classmates.

Criticality: This need is considered to be CRITICAL (2).

Time Frame: This need should be resolved prior to June 30, 1974.

4. BASIC READING SKILLS

Learner Need: Students need to learn basic reading skills in the the English language.

Target Population: All Eskimo students, K-12.

Criteria: This need will be resolved when:

(a) the reading program has undergone some careful investigation and study to improve its effectiveness;

(b) the suggestions of the committee and of experts in reading instruction have been considered and possibly adopted;

(c) the reading program has been closely correlated with the oral-English program;

(d) test norms in reading for Alaska native students have been identified and Eskimo students are reading up to these norms for their grade-level;

(e) a committee of parents, teachers, administrators, and students has evaluated the reading program and has found it to be successful.

Criticality: This need is judged to be CRITICAL (2).

Time Frame: This need should be resolved prior to June 30, 1974.

5. PROGRESS TOWARDS MAXIMUM POTENTIAL AT INDIVIDUAL RATES

Learner Need: Students need to achieve up to the maximum limits of their individual potential and to profess towards this goal at their own individual rates.

Target Population: All Eskimo students, K-12.

Criteria: This need will be resolved when:

(a) a program has been adopted which permits Eskimo students to progress toward academic goals, many of which have been self-selected, at rates which are comfortable for them;

(b) suitable equipment and instructional materials have been provided for all teachers involved in the program;

(c) in-service instruction has been given to all teachers involved in the program;

(d) a committee of parents, teachers, administrators, and students has evaluated the program and has judged it to be successful.

Criticality: This need is considered to be CRITICAL (2).

Time Frame: This need should be resolved prior to June 30, 1975.

6. OCCUPATIONAL (JOB) SKILLS

Learner Need: Students need to gain suitable and saleable job skills.

Target Population: All Eskimo students, grades 5 - 12, and even some adults.

Criteria: This need will be resolved when:

(a) the current vocational education programs offered by Beltz Regional High School and by other secondary schools with large numbers of Eskimo students have been greatly expanded and improved;

(b) all Eskimo students have at least one saleable job skill upon graduation from high school;

(c) the vocational education program includes vocational guidance, vocational aptitude testing, and vocational information for all Eskimo students;

(d) a committee of parents, vocational educational teachers, administrators, and students has evaluated the expanded vocational education program and has found it to be successful.

Criticality: This need is judged to be CRITICAL (2).

Time Frame: This need should be resolved prior to June 30, 1977. (However, some progress should be made in resolving this need prior to June 30, 1975. At least 10% more Eskimo graduates should have been able to find suitable employment by this earlier date over the present employment rate.)

7. CULTURAL HERITAGE OF THE ESKIMOS

Learner Need: Students need to learn about their cultural heritage.

Target Population: All Eskimo students, K-12, and even adults.

Criteria: This need will be resolved when:

(a) a program to teach all Eskimo students about their own cultural heritage has been developed and adequately funded;

(b) this program makes use of the suggestions of the committee plus others, especially those from the experimental programs already developed by SOS and BIA;

(c) an attempt has been made to teach the traditional hunting and survival skills in a systematic way on a voluntary basis to Eskimo students;

(d) a committee of parents, teachers, administrators, and students has evaluated the new program to teach about Eskimo history and culture and has found it to be successful.

Criticality: This need is judged to be IMPORTANT (3).

Time Frame: This need should be resolved prior to June 30, 1974.

8. PLANNING SKILLS AND LEADERSHIP ABILITY

Learner Need: Students need to gain planning skills and to develop leadership ability.

Target Population: All Eskimo students, K-12, but especially those who are fairly gifted.

Criteria: This need will be resolved when:

(a) a program aimed at developing planning skills and leadership ability in the Eskimo students has been established in all schools with reasonably large numbers of Eskimo youngsters;

(b) a supplemental program aimed at getting more Eskimo high-school graduates accepted at different colleges and universities, providing them with scholarships, counseling, etc., and generally helping them to succeed and not drop out of college study has been established in all secondary schools with reasonably large numbers of Eskimo students;

(c) a committee of parents, teachers, administrators, and students has evaluated these two programs and found them to be successful.

Criticality: This need is considered to be IMPORTANT (3).

Time Frame: This need should be resolved prior to June 30, 1974.

9. ENVIRONMENT OF MUTUAL TRUST AND HELPING TO MAKE SCHOOL POLICIES.

Learner Need: Students need to study and learn in an environment of mutual trust, cooperation, and support between teachers, administrators, parents, and the general public. Students also need to be involved in making or changing school policies.

Target Population: All students, K-12, for the first part of the need. And possibly 5th through 12th grade students for the second part.

Criteria: This need will be resolved when:

(a) a cooperative study has been made jointly by school administrators and community leaders of the possible ways to involve the community in the schools and the schools in the community;

(b) this study has been used to encourage more direct involvement of students, teachers, and administrators in the local communities and more direct involvement of students, parents, interested citizens, and community leaders in the local school(s);

(c) a committee of students, parents, citizens, community leaders, teachers, and school administrators has evaluated the efforts to encourage such general interaction and involvement and has judged the results to be satisfactory.

Criticality: This need is considered to be IMPORTANT (3).

Time Frame: This need should be resolved prior to June 30, 1974.

10. ADVANCED SCIENCE CONCEPTS

Learner Need: Students need to learn advanced science concepts.

Target Population: Eskimo students in grades 5 - 12, but especially the high-school students.

Criteria: This need will be resolved when:

(a) the high-school science curriculum for Eskimo students has been broadened, up-dated, and improved;

(b) high-school science laboratories have been enlarged and provided with modern facilities and equipment;

(c) up-to-date science text books and supplemental science materials have been provided for the high-school students;

(d) up-to-date demonstration science equipment (including visual aids) have been provided for the high-school science teachers;

(e) the science curriculum of the village elementary schools (intermediate level) has been up-graded and many early experiences provided to Eskimo students in using a problem solving (scientific) approach;

(f) a committee of parents, high-school science teachers, upper-grade elementary-school teachers, school administrators, and students has evaluated the new science program and has found it to be successful.

Criticality: This need is judged to be IMPORTANT (3).

Time Frame: This need should be resolved prior to June 30, 1974.

11. RESPONSIBILITY AND RESPECT FOR RIGHTS OF OTHERS

Learner Need: Students need to learn responsibility and respect for the rights of others.

Target Population: All Eskimo students, K-12.

Criteria: This need will be resolved when:

(a) school and community have met together and planned ways in which Eskimo youngsters might be taught to be more responsible and to show more respect for the rights of others;

(b) the percentage of Eskimo graduates from high school who have made successful adjustments to life in urban areas or to life in rural, native areas has increased by at least 25%

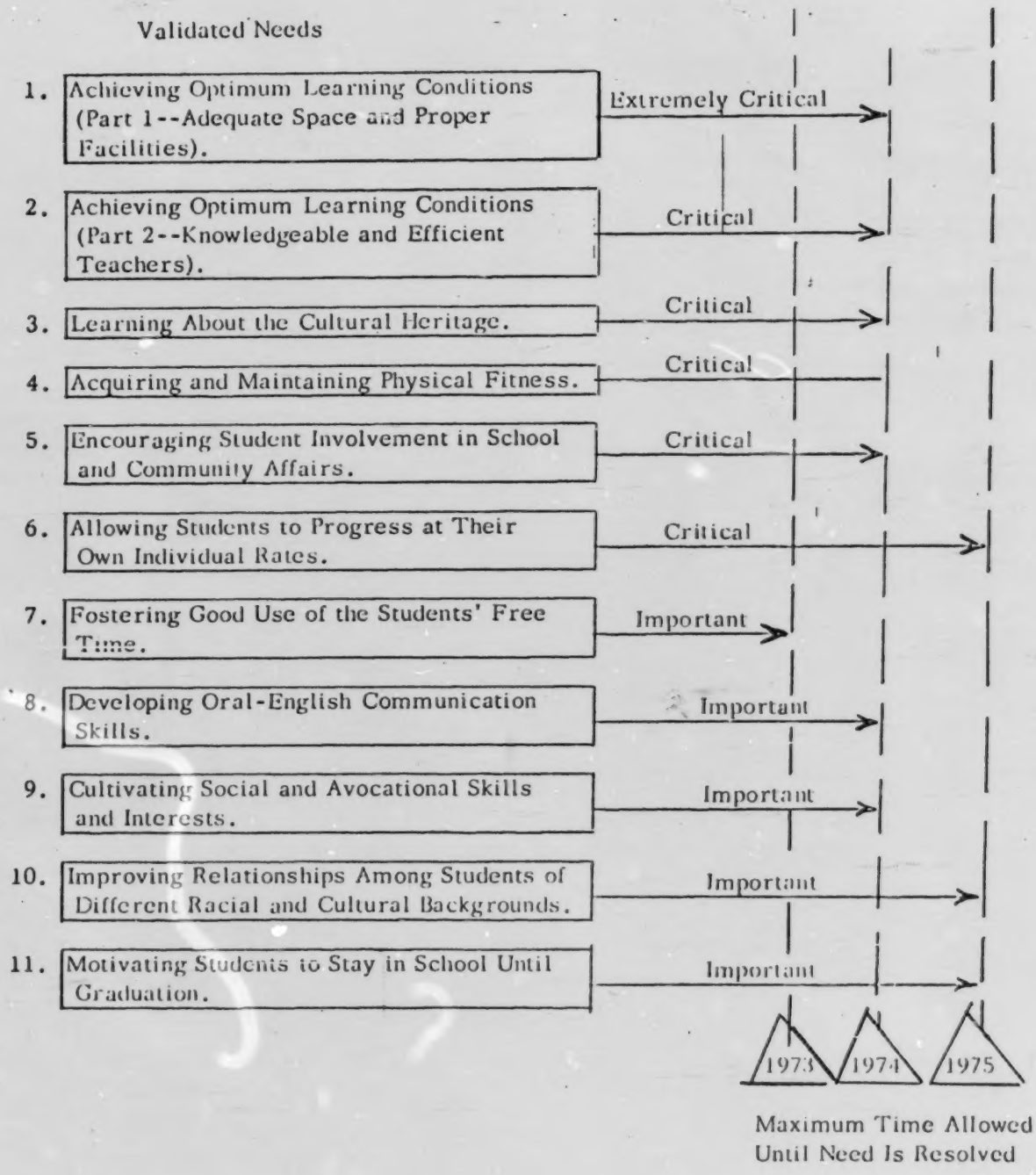
(c) the percentage of Eskimo students who drop out of school decreases by at least 25%.

(d) the attitudes of students toward work assignments, school, home, family, etc. (in the opinion of at least 75% of parents, teachers, and school administrators when surveyed) have shown significant improvement.

Criticality: This need is considered to br IMPORTANT (3).

Time Frame: This need should be resolved prior to June 30, 1975. (However, some progress in resolving this should be made prior to June. 30, 1973.)

Figure 1. Validated Learner Needs with Indicated Criticality and Target Dates for the Aleuts of Kodiak


Validated Needs
1. Achieving Optimum Learning Conditions (Part 1--Adequate Space and Proper Facilities).
Extremely Critical
2. Achieving Optimum Learning Conditions (Part 2--Knowledgeable and Efficient Teachers).
Critical
3. Learning About the Cultural Heritage.
Critical
4. Acquiring and Maintaining Physical Fitness.
Critical
5. Encouraging Student Involvement in School and Community Affairs.
Critical
6. Allowing Students to Progress at Their Own Individual Rates.
Critical
7. Fostering Good Use of the Students' Free Time.
Important
8. Developing Oral-English Communication Skills.
Important
9. Cultivating Social and Avocational Skills and Interests.
Important
10. Improving Relationships Among Students of Different Racial and Cultural Backgrounds.
Important
11. Motivating Students to Stay in School Until Graduation.
Important
1973
1974
1975
Maximum Time Allowed Until Need Is Resolved

## B. NEEDS OF THE ALEUTS OF KODIAK

Using the concerns identified in the various opinion studies for the Aleutes and any other concerns identified by members of the Aleuts of Kodiak Needs Assessment Committee, a level of criticality was established for their individual consideration. As each concern was considered and analyzed, those which were found to represent balid educational needs were carefully defined in terms of the previously specified criteria. A listing of these needs for the Aleuts of Kodiak is presented in the following few pages.

1. ACHIEVING OPTIMUM LEARNING CONDITIONS (Part One--ADEQUATE SPACE AND PROPER FACILITIES).

Learner need: Students need to study under optimum learning conditions with teachers who are knowledgeable and efficient, who use up-to-date methods and materials, and who have access to adequate space and proper facilities (part 1).

Target population: All students, K-12.

Criteria: This need (part 1) will be resolved when (a) the available school space per student at the high school in Kodiak has been doubled (approximately 35 square feet per pupil); (b) the number of students per teacher in any school does not exceed 30 students; (c) facilities in all schools for libraries, lunchrooms, multipurpose rooms, and covered play areas have been provided or improved if already provided; (d) the science laboratory and gymnasium at the high school in Kodiak have been improved and enlarged; (e) the heating equipment in all schools has been improved to the point of adequacy.

Criticality: This need (part 1) is judged to be EXTREMELY CRITICAL (1).

Time frame: This need (part 1) should be resolved prior to September 1, 1974. (However, the lunch room at Larsen Bay should be improved immediately if at all possible.)

2. ACHIEVING OPTIMUM LEARNING CONDITIONS (Part Two--KNOWLEDGEABLE AND EFFICIENT TEACHERS)

Learner need: Students need to study under optimum learning conditions with teachers who are knowledgeable and efficient, who use up-to-date methods and materials, and who have access to adequate space and proper facilities (part 2).

Target population: All students, K-12.

Criteria: This need (part 2) will be resolved when (a) there has been at least a 25% decrease in the rate of teacher turnover; (b) long-term teachers have received additional in-service training to help them be more successful as teachers; (c) higher standards of appropriate teacher behavior (including dress standards) have been defined and enforced; (d) the number of incidents of teachers coming to school under the influence of alcohol has been reduced to zero for a full school-year period; (e) at least 80% of the students and their parents, when polled, have indicated a favor-

able opinion regarding the nature of the teachers' personal behaviors and the manner in which they discharge their teaching responsibilities.

Criticality: This need is considered to be CRITICAL (2).

Time frame: This need should be resolved prior to June 30, 1974.

3. LEARNING ABOUT THE CULTURAL HERITAGE.

Learner need: Aleut students need to learn about their own cultural heritage, to acquire traditional native skills, and to take pride in the accomplishments of their ancestors.

Target population: All Aleut native students, K-12.

Criteria: This need will be resolved when (a) a major, full-scale program has been developed to teach the native Aleut students about their cultural heritage; (b) appropriate teaching materials have been provided and the teachers have been trained to teach about the Aleut culture; (c) at least 80% of the native students have been able to describe (written or orally, depending on grade-level) the customs of their ancestors related to religions, superstitions, art, language, foods, dances, songs, history, crafts, tools, family structure, social structure, traditions, mythology, genealogy, hunting and survival skills, dress, ceremonial costumes, health practices, transportation economy, petroglyphics, games, recreation, and housing; (d) a program for bilingual education has been established in all of the elementary schools.

Criticality: This need is judged to be CRITICAL (2).

Time frame: This need should be resolved prior to June 30, 1974.

4. ACQUIRING AND MAINTAINING PHYSICAL FITNESS.

Learner need: Students need to acquire and maintain physical fitness.

Target population: All students, K-12.

Criteria: This need will be resolved when (a) physical education is a regular part of the school curriculum, both elementary and secondary; (b) adequate facilities and equipment have been provided for the physical education program as judged by a committee of parents, teachers, administrators, and students; (c) all of the teachers who are involved in the physical education program have received in-service training in methods and procedures of physical education; (d) all students except those excused for good reasons participate daily in the physical education program of the school.

Criticality: This need is considered to be CRITICAL (2).

Time frame: This need should be resolved prior to June 30, 1974.

5. ENCOURAGING STUDENT INVOLVEMENT IN SCHOOL AND COMMUNITY AFFAIRS

Learner need: Students need to participate actively in both school and community affairs.

Target population: All students, grade 5 through grade 12.

Criteria: This need will be resolved when (a) the schools provide for adequate measures of student opinion and for the meaningful involvement of the students in school affairs in the opinion of a committee comprised of parents, teachers, administrators, and students; (b) the schools also provide for some active student participation in community affairs, the adequacy of which is judged by this same committee; (c) local school boards have one student member who has voting power; (d) a similar but less extensive program which encourages student participation in school and community affairs has also been provided for the fifth and sixth graders.

Criticality: This need is judged to be CRITICAL (2).

Time frame: This need should be resolved prior to June 30, 1974.

6. ALLOWING STUDENTS TO PROGRESS AT THEIR OWN INDIVIDUAL RATES.

Learner need: Students need to progress in school at their own individual rates.

Target population: All students, K-12.

Criteria: This need will be resolved when (a) all students, both elementary and secondary are allowed to progress in school at their own individual rates; (b) all teachers have completed in-service training programs which helps them to understand individual differences in children and helps them to make allowances for these differences in their instruction (c) proper materials and equipment to help students study somewhat independently of the teacher have been provided for every teacher; (d) a supplemental diagnostic and prescriptive program has been established to assist the teachers in evaluating the students' needs and to recommend the steps which the students should take to satisfy those needs; (e) a committee of parents, teachers, administrators, and students have evaluated the individualized teaching-learning program of the school and have judged it to be successful.

Criticality: This need is judged to be CRITICAL (2).

Time frame: This need should be resolved prior to June 30, 1975.

7. FOSTERING GOOD USE OF THE STUDENTS' FREE TIME.

Learner need: Students need to make good use of their free time during after-school and evening hours.

Target population: All high-school students, especially the boarding students.

Criteria: This need will be resolved when (a) expanded recreational and sports facilities, both indoor and outdoor, have been added at the Kodiak High School; (b) a spare-time activity program has been established with teachers and interested adults employed to supervise and assist the students during after-school and evening hours; (c) all suitable school facilities are made available for the spare-time activity program including the gym and library; (d) the number of incidents of students getting into trouble or destroying school property have been reduced 50% or more.

Criticality: This need is judged to be IMPORTANT (3).

Time frame: This need should be resolved prior to June 30, 1973.

8. DEVELOPING ORAL-ENGLISH COMMUNICATION SKILLS.

Learner need: Native students need to learn oral-English communication skills, especially the skills of speaking and listening with facility and comprehension.

Target population: All native Aleutes, K-12.

Criteria: This need will be resolved when (a) the school administrators and teachers have carefully investigated the various ways in which the skill of speaking English with facility and the skill of listening with comprehension can be learned and practiced by the native students; (b) the ideas and suggestions which the administrators and teachers develop have been tried and improved upon; (c) oral English, based on some type of linguistic approach, should be an extensive part of the total school curriculum for native students, especially in the elementary grades; (d) a committee of parents, teachers, administrators, and students have evaluated the success of the renewed efforts to teach oral English communication skills, to the native youngsters and have judged the efforts to be successful.

Criticality: This need is considered to be IMPORTANT (3).

Time frame: This need should be resolved prior to June 30, 1974.

9. CULTIVATING SOCIAL AND AVOCATIONAL SKILLS AND INTERESTS.

Learner need: Students need to develop social skills, avocational skills, athletic skills, etc., through participation in varied and worthwhile activities outside of the classroom.

Target population: All high-school students, especially the boarding students.

Criteria: This need will be resolved when (a) the extra-curricular activity program for high school students is offered at least three times per week; (b) at least 75% of all the students including the dorm students participate in at least one of the extra-curricular activities; (c) at least 80% of the parents, teachers, administrators, and students, when polled, indicate that they believe the extra-curricular program is "very successful" or "usually successful."

Criticality: This need is considered to be IMPORTANT (3).

Time frame: This need should be resolved prior to June 30, 1974.

10. IMPROVING RELATIONSHIPS AMONG STUDENTS OF DIFFERENT RACIAL AND CULTURAL BACKGROUNDS.

Learner need: Students need to learn to get along with others, to practice tolerance, and to eliminate prejudice.

Target population: All students, K-12.

Criteria: This need will be resolved when (a) a suitable plan is devised to teach tolerance for others as part of the school program and to encourage the students from different races and groups to mix with each other; (b) students are observed to mingle better and to show less prejudice toward students from different races and groups in the opinion of a committee of parents, teachers, administrators, and student leaders; (c) there has been a reduction of at least 50% in the number of fights involving students and other incidents of student aggression.

Criticality: This need is considered to be IMPORTANT (3).

Time frame: This need should be resolved prior to June 30, 1975.

11. MOTIVATING STUDENTS TO STAY IN SCHOOL UNTIL GRADUATION.

Learner need: Native students need to be motivated to stay in school until graduation.

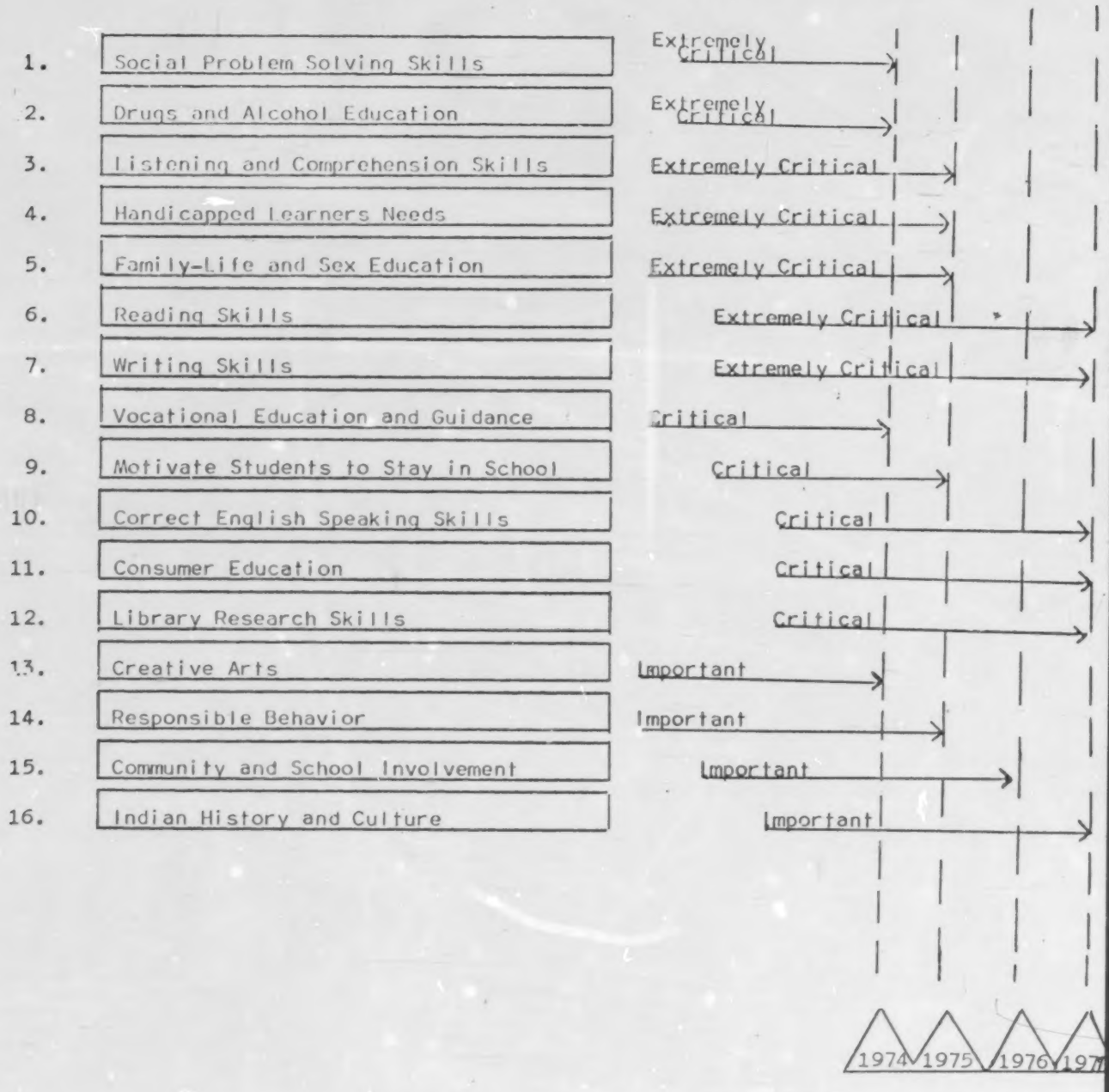
Target population: All Aleut native students, K-12.

Criteria: This need will be resolved when (a) a study has been completed which would indicate why native students are continuing to drop out of school; (b) the results of this study have been used to help determine ways which would lower the drop-out rate; (c) all of the other ten needs identified by this committee have been resolved; (d) the actual drop-out rate of native students has been reduced by at least 50%.

Criticality: This need is judged to be IMPORTANT (3).

Time frame: This need should be resolved prior to June 30, 1975.

Figure 1. Validated Learner Needs with Indicated Criticality and Target Dates for the Athabascan Indians, State of Alaska.



## C. NEEDS OF THE ATHABASCANS

Using the concerns identified in the three opinion studies for this ethnic group and any other concerns identified by members of the Athabascan Needs Assessment Committee, a level of criticality was established for their individual consideration. As each concern was considered and analyzed, those which were found to represent valid educational needs were carefully defined in terms of the previously specified criteria. A listing of these needs for the Athabascan Indians is presented in the following few pages.

1. SOCIAL PROBLEM-SOLVING SKILLS AND TOLERANCE

Learner Need: Students need to get along with others and to solve the social problems encountered when students of different localities and cultures live together.

Target Population: All high school students, but especially the Athabascan Indian and other students who attend boarding high schools.

Criteria: This need will be resolved when:

(a). teachers and school administrators have planned ways to teach tolerance and social problem-solving skills to Indians and other students, especially those housed in dormitories.

(b) Indian student leaders have been encouraged to try to resolve some of the social problems created by racial, cultural, social, and religious differences among the gatherings, and other appropriate activities.

(c) special efforts have been made by all concerned to help Indian youngsters, especially those from isolated, small communities, to adapt socially to the boarding school or other type of school situation and to succeed academically.

(d) at least 80% of the students, teachers and administrators at each school have agreed that the situation has improved remarkably and that they have been reasonably satisfied with the efforts being made to teach tolerance and social problem-solving skills to the Indian students.

Criticality: This need is judged to be EXTREMELY CRITICAL.(1)

Time Frame: This need should be resolved prior to June 30, 1974.

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2. DRUGS AND ALCOHOL EDUCATION

Learner Need: Students need to be imformed about drugs and drug abuse, especially about alcohol and the consequences of alcohol abuse.

Target Population: All Athabascan students, grades K-12.

Criteria: This need will be resolved when:

(a) drug and alcohol abuse programs have been established in all schools, elementary as well as secondary, which enroll fairly large numbers of Athabascan Indian students.

(b) the elementary school teachers have received special training from experts in drug and alcohol abuse education.

(c) the secondary school teachers selected for this program have qualified themselves as experts in drug and alcohol abuse education.

(d) this program has been placed under the supervision of an expert in drug and alcohol education.

(e) at least a 20% reduction has been observed in the number of incidents of student intoxication and student drug usage, and in the number of problems attributed to student useage of alcohol and other drugs.

Criticality: This need is judged to be EXTREMELY CRITICAL (1).

Time Frame: This need should be resolved prior to June 30, 1974.

3. LISTENING AND COMPREHENSION SKILLS

Learner Need: Students need to gain skills in listening and comprehending.

Target Population: All Athabascan students, K-12, but especially those students in the early grades.

Criteria: This need will be resolved when:

(a) a program has been established to encourage the systematic effort by all teachers to broaden the real-life experiences of the Indian youngsters through a process of relating vicarious experience back to what is already known and understood.

(b) all abstract terms and concepts in the curriculum have been identified and steps taken to explain them as fully as possible in concrete terms which the Indian students can comprehend.

(c) many more culturally relevant teaching materials have been prepared and are being used by local teachers.

(d) at least 80% of a random sample of older students, teacers, and school administrators believe that this program has been helpful in teaching better listening and comprehension skills.

Criticality: This need is considered to be EXTREMELY CRITICAL (1).

Time Frame: This need should be resolved prior to June 30, 1975.

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4. NEEDS OF HANDICAPPED LEARNERS

Learner Need: Handicapped students have special needs to be met.

Target Population: All handicapped Athabascan Indian students, at least during the elementary school age years and possibly during the secondary school age.

Criteria: This need will be resolved when:

(a) the largest of the village schools has been provided special education facilities and a trained teacher assuming there are enough handicapped Indian youngsters in the community to justify the expense.

(b) traveling special education teams have been organized and sent to service the more rural and isolated small schools where it is impractical to assign even a part-time special education teacher.

(c) the most severely handicapped Indian students have been sent to schools in larger towns where the students can stay in foster homes with foster parents who are paid to give tender loving care to the handicapped youngsters.

(d) village teachers have received in service training in how to meet the special needs of the slow learners.

(e) schools for the deaf and blind have been established in Alaska and programs for the partially blind and the hard-of-hearing in the major cities.

Criticality: This need is judged to be EXTREMELY CRITICAL (1)

Time Frame: This need should be resolved prior to June 30, 1975.

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5. FAMILY LIFE AND SEX EDUCATION

Learner Need: Students need to learn about family life and about human sexuality.

Target Population: All Athabascan Indian students in grades three through twelve.

Criteria: This need will be resolved when:

(a) a special program has bee developed to teach Indian students about family life and about human sexuality.

(b) this program has been adopted by all elementary and secondary schools with fairly large numbers of Indians enrolled.

(c) this program includes information about birth control and venereal disease, especially at the high school level.

(d) there has been a reduction of at least 25% in the number of cases of venereal disease among the Indian students and in the number of Indian girls who drop out of school because of pregnancy.

(e) at least 80% of a random sample of students, parents, teachers, and administrators have expressed their satisfaction with the program.

Criticality: This need is considered to be EXTREMELY CRITICAL (1).

Time Frame: This need should be resolved prior to June 30, 1975.

6. READING SKILLS

Learner Need: Students need to learn basic and advanced English reading skills.

Target Population: All Athabascan Indian students, K-12.

Criteria: This need will be resolved when:

(a) a program has been prepared to help Indian students in elementary schools to relate English word symbols to their own every day experiences.

(b) Indian high school graduates have been employed as teacher aides in sufficient numbers that at least every primary grade can have a teacher aide in addition to the regular teacher.

(c) more (an increase of at least 10% per year) culturally relevant materials have been prepared for the reading program.

(d) reading instruction has been made available in all high schools attended by fairly large numbers of Indian students.

(e) the number of Indian students who drop out of high school because of poor reading skills has been reduced by at least 50% of the average score on a standardized reading rest for the Athabascan Indian students is equal to or above the average score on the same test for other Alaskan native students for the same grade level.

Criticality: This need has been judged to be EXTREMELY CRITICAL (1).

Time Frame: This need should be resolved prior to June 30, 1977.

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7. WRITING SKILLS.

Learner Need: Students need to learn basic and advanced writing skills, especially those related to expressing clearly an idea and using proper spelling.

Target Population: Athabascan Indian students, K-12.

Criteria: This need will be resolved when:

(a) a special program has been developed to teach Indian students expressive writing skills and proper spelling.

(b) this program has been initiated in the elementary school grades and then intensified and even more heavily emphasezed in grades nine through twelve in all high schools with fairly large Indian student enrollments.

(c) teachers, expecially the high school teachers have received in-service training in ways of teaching students to express themselves clearly both orally and in writing.

(d) at least 80% of a random sample of students, parents, teachers, and school administrators believe that there has been observable improvement in the writing skills, and a noticeable decrease in the number of spelling errors which they make, and have expressed satisfaction with the expressive writing skill program.

Criticality: This need is considered to be EXTREMELY CRITICAL (1).

Time Frame: This need should be resolved prior to June 30, 1977.

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8. VOCATIONAL EDUCATION AND GUIDANCE.

Learner Need: Students need to be provided with adequate vocational guidance and with appropriate job skills for the vocation of each students' choice.

Target Population: All Athabascan Indian students, especially high school youngsters.

Criteria: This need will be resolved when:

(a) the current programs of vocational guidance and vocational education have been up dated and greatly expanded.

(b) the vocational guidance program has been placed under the direction of a trained vocational counselor and sufficient counselor and sufficient counselors have been employed to provide each Indian student with appropriate aptitude tests and with individualized vocational counseling.

(c) shops for vocational training programs have been enlarged and new equipment has been added where needed so that the facilities in each separate job skill area can be judged to be adequate.

(d) jov placement and job follow up services have been made an on going part of the vocational guidance and vocational education programs.

(e) at least 75% of a random sample of students, parents, vocational teachers, counselors, and school administrators have expressed their satisfaction with these programs.

Criticality: This need is considered to be CRITICAL (2).

Time Frame: This need should be resolved prior to June 30,1974

9. MOTIVATE STUDENTS TO STAY IN SCHOOL.

Learner Need: Students need to be motivated to stay in school until age sixteen or seventeen.

Target Population: All Athabascan Indian students, particularly those who live in remote (bush) areas.

Criteria: This need will be resolved when:

(a) individualized, remedial program has bee established in all high schools attended by fairly large numbers of Indian students.

(b) the Carnegie Unit and present graduation requirements have been modified for the potential drop-outs in the individualized remedial program.

(c) agreement has been reached on the purposes for school for Indian students and these purposes have been taught systematically in all elementary schools.

(d) the curriculum has been modified to make it more appropriate and appealing to Indian students.

(e) an effort has been made to retain the best and most enthusiastic teachers for longer periods of time.

(f) the drop-out rate for Indian students has been reduced by at least 25%.

Criticality: This need is judged to be CRITICAL (2)

Time Frame: This need should be resolved prior to June 30, 1975.

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10. CORRECT ENGLISH SPEAKING SKILLS.

Learner Need: Students need to learn correct English speaking skills.

Target Population: All Athabascan Indian students, but especially those in the elementary school grades.

Criteria: This need will be resolved when:

(a) a program to emphasize English speaking skills and to provide greater amounts of practice has been included in the curriculum of each elementary school with fairly large numbers of Indian students.

(b) the teachers of those schools have had training in teaching oral English to Indian students.

(c) at least 70% of sixth grade students, selected at random can carry on a conversation in English with an independent group of observors in a confident and understandable manner (in the opinion of observors).

(d) at least 70% of high school teachers and administrators have indicated that the students come to them with the ability to speak English fairly well.

Criticality: This need is judged to be CRITICAL (2).

Time Frame: This need should be resolved prior to June 30, 1977.

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11. CONSUMER EDUCATION.

Learner need: Students need to learn con sumer information and practical, money management skills.

Target Population: All Athabascan Indian students at the high school level.

Criteria: This need will be resolved when:

(a) a special course in money management has been added to the high school curriculum in all schools attended by fairly large numbers of Indian students.

(b) this course has been required of all Indian students.

(c) high school students, selected at random, can domonstrate ability to select "best buys" from competing items in several stores and can pass successfully a teacher made test from such topics as advertising, contract purchases, interest rates, hidden costs, mortgages, taxes, savings, checking accounts, banking procedures, investments, insurance, social security, warrenties, etc.

(c) at least 80% of graduating seniors and former students selected at random have reported that the special course was successful as far as they were concerned.

Criticality: This need is judged to be CRITICAL: (2).

Time Frame: This need should be resolved prior to June 30, 1977.

12. LIBRARY RESEARCH SKILLS

Learner Need: Students need to learn library research skills and to intereact with a variety of instructional and educational media.

Target Population: All Athabascan Indian students, K-12, but especially the high school students.

Criteria: This need will be resolved when:

(a) all of the libraries in the high schools attended by fairly large numbers of Indian students have been enlarged and improved to the point of adequacy (as judged by a committee of parents, community leaders, students, teachers, and administraors).

(b) all of the high school libraries have been given increased budgets for the procurement of additional boioks, magazines, and other forms of media.

(c) all of the high school libraries have been assigned full or part time librarians or teacher-librarians.

(d) providing the money made available is sufficient, modern, properly-housed, and well- equipped libraries have also been provided for as many elementary schools as possible.

Criticality: This need is judged to be CRITICAL (2).

Time Frame: This need should be resolved prior to June 30, 1977.

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13. CREATIVE ARTS

Learner Need: Students need to learn to express themselves in the Creative Arts.

Target Population: All Athabascan Indian students, K-12.

Criteria: This need will be resolved when:

(a) programs to teach music, drama, art, and dancing have been incorporated into the curriculum of every school, elementary and secondary, both fairly large Indian enrollments.

(b) such courses as band, chorus, dance, dramatics, and art have been made a regular part of the high school offerings, and taught by specialists in each of these art forms.

(c) dramatic and musical productions of quality have been presented periodically by all the best of the student art work in all schools.

(d) art exhibits have been presented periodically to exhibit the best of the student art work in all schools.

(e) at least 80% of a random sample of students, parents, teachers, and administrators have expressed their satisfaction

with these new programs to teach the Creative Arts.

Criticality: This need is considered to be IMPORTANT. (3).

Time Frame: This need should be resolved prior to June 30, 1974.

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14. RESPONSIBLE BEHAVIOR.

Learner Need: Students need to learn responsibility.

Target Population: All Athabascan Indian students, K-12.

Criteria: This need will be resolved when:

(a) a system of rewards and possible punishments has been cooperatively agreed upon by teachers, school administrators, parents, community leaders, and student leaders.

(b) the system agreed upon has been consistently used by parents and teachers to reward students for responsible behavior and possibly to punish them for irresponsible behaviors.

(c) at least 80% of a random sample of students, parents, community leaders, teachers, and school administrators have expressed the belief that the Indian students are behaving im more responsible ways as a result of the adopted system of rewards and punishments.

Criticality: This need is judged to be IMPORTANT. (3).

Time Frame: This need should be resolved prior to June 30, 1975.

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15. INVOLVEMENT IN SCHOOL AND COMMUNITY AFFAIRS.

Learner Need: Students need to be involved in both school and community affairs. They need to be listened to and to participate in making or changing school policies. They need to learn leadership skills.

Target Population: All Athabascan high school students.

Criteria: This need will be resolved when:

(a) Indian students have been provided opportunities to learn leadership skills and to participate in decisions which concern themselves and their future status.

(b) student governments have been instituted in all high schools which enroll fairly large numbers of Indian students.

(c) the rights and responsibilities of student governmental officers have been clearly defined in written form with the assistance of the Indian students themselves.

(d) at least 80% of a random sample of Indian students, parents,

community leaders, teachers, and school administrators have expressed their satisfaction with the ways in which students have become involved in both school and community affairs.

Criticality: This need is judged to be IMPORTANT (3).

Time Frame: This need should be resolved prior to June 30, 1976.

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16. INDIAN HISTORY AND CULTURE

Learner Need: Students need to learn about their own history and cultural heritage.

Target Population: All Athabascan Indian students, K-12.

Criteria: This need will be resolved when:

(a) a program to teach Indian history and culture has been prepared by educators assisted by the local Native Associations and by anthropologists and other experts.

(b) this program has been "packaged" with suitable teaching materials--books, pampnlets, tapes, movies, pictures, etc. and included in the curriculum of both the elementary and secondary schools attended by fairly large numbers of Indian students.

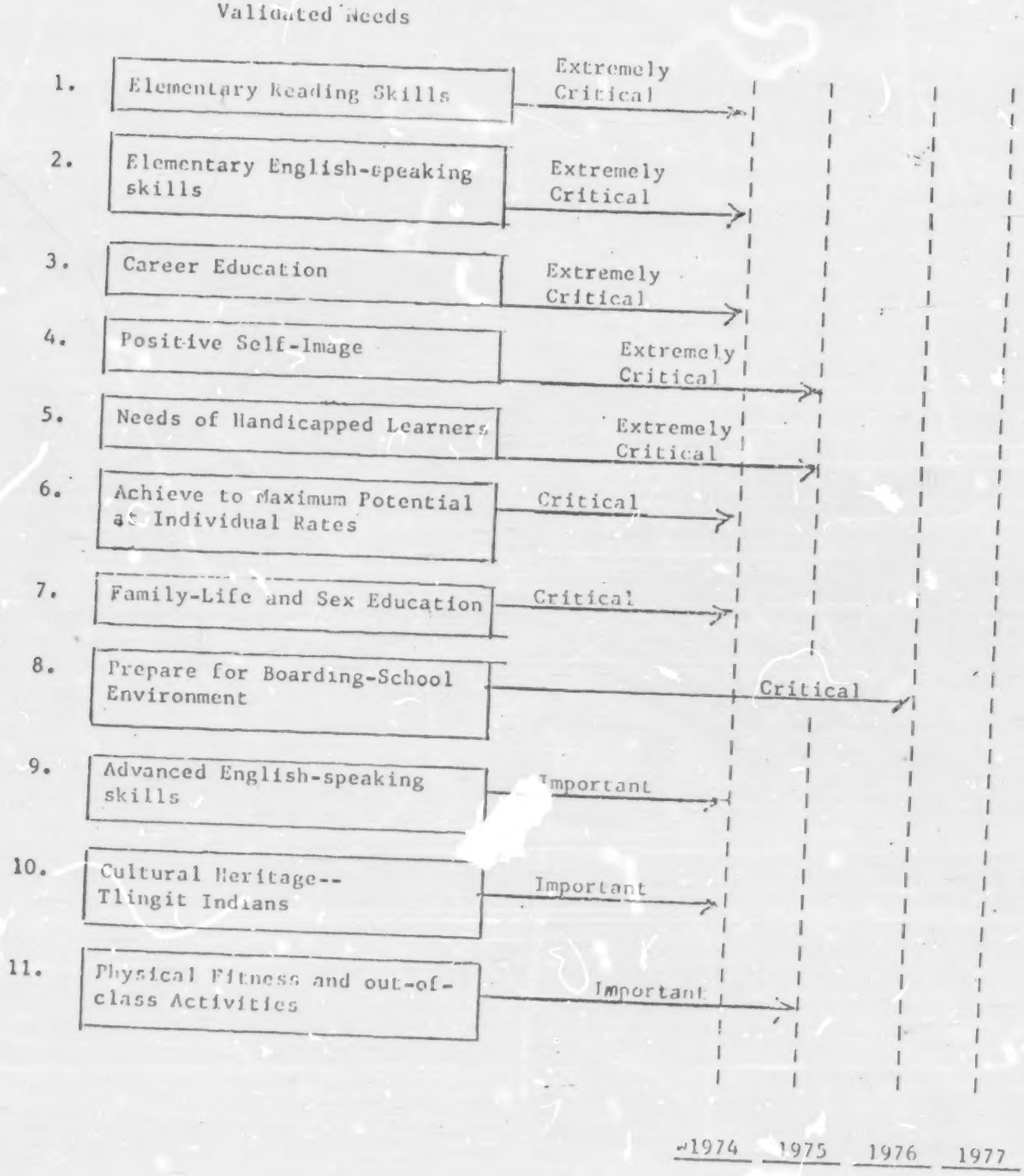
(c) teachers have been encouraged to learn about the culture and history of the Indian peoples; and

(d) at least 80% of a random sample of Indian students, parents, community leaders, teachers, and school administrators gave expressed their satisfaction with the program to teach about Indian history and Indian culture.

Criticality: This need is considered to be IMPORTANT (3).

Time Frame: This need should be resolved prior to June 30, 1977.

Figure 1. Validated Learner Needs with Indicated Criticality and Target Dates for the Tlingit Indians of Southeast Alaska



## 1. ELEMENTARY READING SKILLS

Learner Need: Students need to learn basic reading skills in the elementary school grades.

Target Population: All Tlingit students, K-6.

Criteria: This need will be resolved when:

(a) The reading program in all elementary schools enrolling fairly large numbers of Tlingit youngsters has been individualized

(b) Reading specialists have been employed to help the teachers to diagnose student reading problems, to give the teachers in-service instructions, and to actually teach some of the youngsters having the greatest difficulties in learning to read

(c) Materials which are useful in individualized reading programs, such as programmed reading workbooks, etc., have been provided for all teachers

(d) At least 10% of the instructional materials used in local reading programs relate to and reflect positively upon the Tlingit culture

(e) There has been at least a half grade-level increase in the average reading score of all Indian students attending local elementary schools on a standardized test of reading achievement.

Criticality: This need is judged to be EXTREMELY CRITICAL (1).

Time Frame: This need should be resolved prior to June 30, 1974.

## 2. ELEMENTARY ENGLISH-SPEAKING SKILLS

Learner Need: Students need to learn English-speaking skills while in the elementary school grades.

Target Population: All Tlingit Indian students K-6.

Criteria: This need will be resolved when:

(a) the curriculum of elementary schools enrolling fairly large numbers of Tlingit students has been changed to permit a greater emphasis upon the development of oral English speaking skills.

(b) the teachers of these elementary schools have received special in-service training in the teaching of English as a second language.

(c) new programs for teaching English, such as bilingual education, have been tested in the local schools.

(d) significant improvement in the ability of Indian students to speak English has been observed, as judged by an actual count of the errors in oral-English made in a set period of time in several classrooms of Indian students picked at random both before and after the recommended changes have been completed. (At least a 25% reduction in the number of errors made by the Indian students should have been observed.)

Criticality: This need is considered to be EXTREMELY CRITICAL (1).

Time Frame: This need should be resolved prior to June 30, 1974.

## 3. CAREER EDUCATION

Learner Need: Students need to know about career, vocations, and occupational opportunities, especially those available in Alaska and to know if they have the capabilities required. They also need to acquire vocational (job) skills, especially if they do not plan to go on to college.

Target Population: All Tlingit students, grades 7-12.

Criteria: This need will be resolved when:

(a) the high school curriculum of all secondary schools attended by fairly large numbers of Tlingit students is sufficiently complete and modern that students will be able to make a choice between vocational and college-prep with a fair chance of succeeding in either program.

(b) the career information program has been improved to the point where up-to-date information about all types of jobs and careers is available including those that require college training for entry.

(c) the counseling and guidance programs has been markedly improved (as judged by an independent survey) and includes modern techniques of assessing job interest and skill aptitudes.

(d) at least as much effort has been made to interest Tlingit youngsters in College as is made in interesting them in vocational programs.

(e) at least as many scholarships for colleges are available to Tlingit youngsters as scholarships for trade schools.

Criticality: This need is judged to be EXTREMELY CRITICAL (1).

Time Frame: This need should be resolved prior to June 30, 1974.

## 4. POSITIVE SELF-IMAGE

Learner Need: Students need to learn about themselves and to acquire a a positive self-image.

Target Population: All Tlingit students K-12.

Criteria: This need will be resolved when:

(a) a program which attempts to foster healthy self-image development for all Indian students has been adopted by all schools having fairly large numbers of Tlingit youngsters enrolled.

(b) all teachers in these schools have received in-service training in the proper techniques of fostering self-image growth in their students.

(c) all teachers are supervised and encouraged to be patient, loving, and genuinely helpful and not to attempt to motivate their students through excessive competition and harsh disciplinary techniques.

(d) the number of Tlingit youngsters who drop out of schpols before graduation is reduced by at least 25%.

(e) at attempt has been made through adult calsses and the use of local radio programs to get the native parents to understand and apply the tecnhiques of positive reinforcement and other suitable ways of helping their children improve their self-confidence and self-esteem.

(f) at least 80% of students, parents, teachers, and school administrators feel that this program is reasonably successful.

Criticality: This need is considered to be EXTREMELY CRITICAL (1).

Time Frame: This need should be resolved prior to June 30, 1975.

## 5. NEEDS OF HANDICAPPED LEARNERS

Learner Need: Extremely slow students and handicapped youngsters have special needs to be met to help them develop to their full potential. Also, gifted learners have special needs to be met.

Target Population: All Tlingit students who are exceptional, K-6, including extremely slow, handicapped, and gifted (Possibly 5% of all Indian youngsters in local elementary schools.)

Criteria: This need will be resolved when:

(a) the current special-education program for exceptional and handicapped students in all local schools has been up-dated and greatly expanded.

(b) proper facilities, modern, and roomy, have been provided to handle the extremely slow students, the hard-of-hearing youngsters, the children with orthopedic, and other disorders and the children who are multiply handicapped.

(c) properly trained special-education teachers have been employed to staff the enlarged program.

(d) students have been identified and referred to the special education program by using trained personnel and necessary diagnostic equipment such as a special audiometer with a bone oscillator to detect type of hearing loss.

(e) an evaluation of the improved special education program has been completed by an independent group and the results indicate that the program has been reasonably successful.

Criticality: This need is considered to be EXTREMELY CRITICAL (1).

Time Frame: This need should be resolved prior to June 30, 1975.

6. ACHIEVE TO MAXIMUM POTENTIAL AT INDIVIDUAL RATES :

Learner Need: Students need to achieve to the maximum limits of their individual potential and to progress towards this goal at their own individual rates.

Target Population: All Tlingit students K-12.

Criteria: This need will be resolved when:

(a) individualized programs of instruction have been established in all schools with fairly large Indian-student enrollments.

(b) the teachers have been trained in using individualized procedures and have been provided with appropriate teaching materials.

(c) assuming adequate counseling and guidance, the Indian students have been given increasing responsibility for deciding their own instructional goals.

(d) an independent survey finds that at least 90% of all teachers are using individualized procedures and not just homogenious grouping, and that at least 80% of all native students, parents, teachers, and school administrators are satisfied with the program.

Criticality: This need is considered to be CRITICAL. (2).

Time Frame: This need should be resolved prior to June 30, 1974.

7. FAMILY-LIFE AND SEX EDUCATION

Learner Need: Students need to learn about family life and about human sexuality.

Target Population: All Tlingit students in grades 9-12.

Criteria: This need will be resolved when:

(a) programs designed to teach the Tlingit students about new and improved forms of family life and about some aspects of human sexuality have been developed and integrated into the curriculum of all of the local high schools with fairly large Indian enrollments.

(b) both of these programs have been developed with the assistance and approval of Indian parents and leaders.

(c) both of these programs have been tied closely with attempts to teach Tlingit students about their cultural heritage and traditional values and with attempts to build a more positive self-image in these youngsters.

(d) there has been a reduction (at least 10% per year for as many years as possible) in the incidence of venereal disease and the number of pre-marital pregnancies among the Indian students

(e) an independent survey reports that at least 80% of all native students, parents, teachers and school administrators are satisfied with the program.

Criticality: This need is judged to be CRITICAL (2).

Time Frame: This need should be resolved prior to June 30, 1974.

8. PREPARE FOR BOARDING-SCHOOL ENVIRONMENT

Learner Need: Students from rural and remote areas need to be prepared before leaving elementary school to attend a boarding school which offers an environment as close as possible to their home environment in terms of love and security, only better in terms of appropriate facilities.

Target Population: All Tlingit youngsters who must attend a boarding school for their high school education.

Criteria: This need will be resolved when:

(a) the rural elementary schools have been improved to the point where their programs are comparable to those in urban elementary schools and when the Indian students who must attend a boarding school for their high school education are academically prepared on a par with Indian students enrolling in borough high schools.

(b) a counselor or counselor-teacher has been employed to serve in each of the rural elementary schools to prepare the Indian students emotionally and socially for the transition to the boarding school.

(c) conditions in the boarding schools have been greatly improved, as judged by an independent survey of boarding school students, teachers, and school administrators (at least 80% should feel that conditions are satisfactory).

(d) the "Boarding Home Program" has been carefully considered and plans made for initiating the program in the boarding schools attended by fairly large numbers of Tlingit students.

Criticality: This need is considered to be CRITICAL (2).

Time Frame: This need should be resolved prior to June 30, 1976.

9. ADVANCED ENGLISH-SPEAKING SKILLS

Learner Need: High school students need to learn advanced English-speaking skills.

Target Population: All Tlingit students in secondary grades.

Criteria: This need will be resolved when:

(a) a program of sorts has been established in all of the high schools with farily large enrollments of Indian students to create special opportunities for Indian students to speak more frequently in classroom situations and before audiences, both large and small.

(b) High school teachers have received in-service training in ways of encouraging oral participation in classroom activities and the English and speech teachers have received supplemental training in teaching English as a Second Language.

(c) at least 50% more Indian students have enrolled in forensics and debate classes while in high school.

(d) an independent survey indicates that at least 80% of Indian students, parents, teachers, and school administrators believe the program to be successful.

Criticality: This need is judged to be IMPORTANT (3).

Time Frame: This need should be resolved prior to June 30, 1974.

10. CULTURAL HERITAGE--TLINGIT INDIANS

Learner Need: Students need to learn about their cultural heritage as well as about the cultural heritage of other people.

Target Population: All Tlingit students, K-12.

Criteria: This need will be resolved when:

(a) the social studies curriculum has been revised to include the in-depth study of Tlingit history and culture as well as the study of the history and culture of other peoples.

(b) such studies are included in all of the elementary schools attended by fairly large numbers of Indian students and in the first years of high school.

(c) in the final years of high school, comparisons have been encouraged between the Tlingit culture and various other cultures.

(d) books and other teaching materials for the revised social studies curriculum have been prepared by educated Indians and by experts in anthropology and history.

(e) an independent survey shows that at least 80% of Indian students, parents, Indian leaders, teachers, and school administrators believe the revised curriculum to be adequate to meet the need.

Criticality: This need is judged to be IMPORTANT (3).

Time Frame: This need should be resolved prior to June 30, 1974.

## 11. PHYSICAL FITNESS AND OUT-OF-CLASS ACTIVITIES

Learner Need: Students need to develop physical skills, muscular dexterity, and physical fitness, and they need to participate in appropriate out-of class activities, hobbies, or creative interests.

Target Population: All Tlingit students, grades K-12.

Criteria: This need will be resolved when:

(a) the current physical education program has been improved to the point where it is a required subject in all schools attended by a farily large number of Indian students and includes a variety of different sports, exercises, games, and dances.

(b) facilities and equipment for physical education in these schools have been improved to the point of adequacy as determined by a special committee comprised of Indian parents, students, teachers, community leaders, and school administrators.

(c) physically handicapped students have their own special physical education program with proper facilities and equipment.

(d) at least 90% of all Indian students are able to pass the Presidents' physical fitness test for their age-level.

(e) each school has also developed its own out-of-class activity program to encourage sports, recreation, hobbies, and creative interest.